
*The Family
and Its
Relationships*

ERNEST R. GROVES

EDNA L. SKINNER

SADIE J. SWENSON

IN CONSULTATION WITH BENJAMIN R. ANDREWS

J. B. Lippincott Company
Chicago Philadelphia New York

*The Family
and Its
Relationships*

ERNEST R. GROVES
EDNA L. SKINNER
SADIE J. SWENSON

IN CONSULTATION WITH BENJAMIN R. ANDREWS

J. B. Lippincott Company
Chicago Philadelphia New York

Copyright, 1941, by J B Lippincott Company

5 467 15

*This is a completely rewritten and reset
text based on the authors' earlier work
of the same title, The Family and Its
Relationships, copyright, 1932, by J B
Lippincott Company*

Printed in the United States of America



Preface

Family relationships, which are as old as civilization itself, touch every interest and activity in modern life. The recognition of this as a field of subject matter is fairly recent.

Recognizing that there are many delicate and intimate adjustments within the family, it is our hope that in this study students will (1) gain an objective point of view which will add enjoyment to their present home life, (2) obtain help in establishing their own homes later, and (3) gain appreciations which will prove invaluable in understanding family problems today. In a world where the social and economic pattern is shifting so rapidly, there is much insecurity outside the home; there is, therefore, a special need today that young people should be able to gain a sense of security within the family group.

Content. This book is planned primarily for students in their later teens—in senior high school or junior college—as this is the psychological time to interest them in the finer family relationships. Some phases of this subject matter cannot be taught successfully before the pupils are emotionally old enough to receive it.

The first unit is concerned with building a personality, because a student is more interested in himself than anyone else and because family experiences shape the attitudes, ideals, and behavior which make up personality reactions. Brief historical material has been selected as a background and aid in helping to interpret some conditions in modern life. This includes early American family beginnings, a picture of home life before the use of electricity, and a picture of home life as influenced by the machine age.

The present setting of family life is concerned with the practical problems of personal and family finances, the effect of standards of housing upon family relationships, and the kind of house to

P R E F A C E

provide most satisfactions; the neighborhood and the way it affects the family; and laws related to family life.

Because students in their late teens are keenly interested in courtship and are anticipating homes of their own later, considerable space is given to the study of marriage, children in the home, and family adjustments. Increasing leisure time, with its opportunity for personal development and the enrichment of family experiences, together with the art of everyday living, requires a discussion of the cultural aspects of home life.

The setup. The arrangement of units proceeds in a logical sequence; however, as each unit is an entity in itself, the units can be used in any order desired. Those selected are of particular importance and might be considered the framework in a study of family-life education. Subject matter and techniques not directly related to family relationships have been omitted, as these are adequately treated elsewhere. However, they might well be used to supplement this text if so desired, or the separate units of this text may also be used as supplementary material for other courses.

The questions and class activities proposed are directly related to the everyday experiences of the students. These will suggest to a resourceful teacher other situations and problems suited to the particular environment of her class.

Readings. A unique and important feature of this text is a choice collection of readings arranged for each separate unit. In daily assignments it is suggested that these readings be used to enrich unit material and as a basis for problems and class discussions. These have been chosen with much care from the rapidly increasing wealth of available material. Students can be encouraged to glean others from books and periodicals to share with the class and to build up a collection of supplementary material.

References. This course will be far more interesting and its value increased manyfold if adequate reference material is available. Since many references are equally valuable to several units, those listed for each individual unit are placed at the close of the book for convenience. Both teachers and students will find the references suggestive and stimulating. It is realized that no one group can have access to all, therefore many have been given. Each class will have zest in building up its own list from current literature. While the books of biography and fiction have been chosen because of their portrayal of family situations, there are many others that might well have been included.

Acknowledgments. Many persons have helped directly and indirectly in the writing of this textbook. We are deeply indebted to an unseen host for the inspiration of their thoughts.

We wish to acknowledge our indebtedness and express grateful appreciation to the many teachers who have made valuable suggestions from their experience in using the first edition of this text; to many authors and publishers for their gracious permission to quote material; to all those who have very generously provided photographs for the beautiful illustrations, and to our many friends and co-workers for their generous contributions of time and materials.

ERNEST R. GROVES

EDNA L. SKINNER

SADIE J. SWENSON



Contents

PART ONE: PERSONAL BACKGROUND

1 Building a Personality	3
------------------------------------	---

PART TWO: BACKGROUND OF AMERICAN FAMILY LIFE

2 What America Gave the Family	29
3 American Homes Before Electricity	47
4 The Family in a Machine Age	64

PART THREE: PRESENT SETTING OF FAMILY LIFE

5 A House for the Family to Live In	85
6 The Family and the Neighborhood	121
7 The Family at Work	158

PART FOUR: FAMILY LIFE TODAY

8 Personal and Family Finances	177
9 Marriage	217
10 Some Laws Related to Family Life	251
11 Children in the Home	270
12 Family Adjustments	343

PART FIVE: CULTURAL ASPECTS OF HOME LIFE

13 Leisure and Its Opportunities	375
14 The Art of Everyday Living	409

READINGS

READINGS FOR UNIT 1

Your Life in the Making. <i>Joy Elmer Morgan</i>	433
Heredity and Human Progress. <i>Alice V. Kelher</i>	434
The Ancestral Estate. <i>W. Macneile Dixon</i>	438
Building a Personality. <i>Harry Emerson Fosdick</i>	438
Overcoming Self-Consciousness <i>John J. B. Morgan</i>	440

READINGS FOR UNIT 2

Vanishing Folkways. <i>Dorothy Canfield Fisher</i>	442
Christmas Dinner, Seventeenth-Century Style. <i>Miriam Birds-eye</i>	443

READING FOR UNIT 3

Up-to-Date Conveniences a Century Ago <i>Harriet Connor Brown</i>	446
-------------------------------------------------------------------	-----

READINGS FOR UNIT 4

The Gift of the Machine. <i>Frank Lloyd Wright</i>	450
Electricity for Farm Homes. <i>John M. Carmody</i>	452

READINGS FOR UNIT 5

That One-Third of a Nation. <i>Edith Elmer Wood</i>	453
A Home for All the Family. <i>Josephine Bessems</i>	454
What Every Family Should Have <i>Catherine Bauer and Jacob Crane</i>	455
Thirty Things to Buy Besides Frontage <i>Robert T. Jones</i>	456
Beautifying the Farmstead. <i>J. B. Baker</i>	461

READINGS FOR UNIT 6

Personal Liberty <i>Paul Morrison</i>	464
What Are the Facts? <i>Haven Emerson</i>	466
Marihuana—The New Dangerous Drug. <i>Frederick T. Merrill</i>	467
A Letter to My Son <i>Charles H. Durfee</i>	468
Sharing Interests in a Neighborhood <i>Ethel B. Waring</i>	472

READINGS FOR UNIT 7

Family Cooperation. Robert G. Foster	475
Standards for Employment of Women in Industry	476
Respect Established	478
Mama Visits the Factory Morris Markey	479

READINGS FOR UNIT 8

The Use of Money. Sidonie M. Gruenberg	481
How Much Low Income Is There, and Where? Edith Elmer Wood	482
Gaining Family Satisfaction on a Small Income Mary Hinman Abel	482
A Daughter Tells About Her Training in Money Matters	483
Pennies from Heaven Benjamin C. Gruenberg	486
Are Allowances Really Practical? Motier Harris Fisher	487
Things to Ask If You Buy on Time. William Trufant Foster	491

READINGS FOR UNIT 9

Dating How to Have a Good Time and Come Out a Better Person L. Foster Wood	494
What Kind of Girls Do Boys Like? Frank Howard Richardson	501
Choosing a Home Partner Newell W. Edson	504
Common Interests and Comradeship Sidney E. Goldstein	507
Oriental Marriage. Arthur E. Holt	508
A Test of Living Joseph Fort Newton	511
Marriage Counsel, Philadelphia	512

READINGS FOR UNIT 10

Minimum Marriage-Age Laws	514
Could This Be True in Your State?	515

READINGS FOR UNIT 11

An Early Victory. Carl Ewald	517
Small But Great Words Lydia Lion Roberts	520
Growing Up with Father. Estelle Barnes Clapp	521
Children Need Happily Married Parents. Frances Bruce Strain	521

Children Are People After All. A Father	522
Children Like to Work. Margaret Ilsley De Mar	525
Children in a Democracy. Joy Elmer Morgan	528
 READINGS FOR UNIT 12	
Family Sharing Mrs Raymond Sayre	530
A Husband's S O S Emily Post	530
The Grandparents Anna Garlin Spencer	534
The Plan of Life. Mary Hinman Abel	535
 READINGS FOR UNIT 13	
Imagination Begins at Home. Ray Giles	537
Try Giving Yourself Away. Anonymous	539
Homemade Vacations. Ralph H. Ojemann	541
 READINGS FOR UNIT 14	
Children's Friendships Lee R Steiner	544
Family Celebrations Helen G. Sternau	544
To the Girl Graduate Dorothy Thompson	547
The Greatest Gift of Home Life Robert Russell Wicks	550
Confronting a Day	552
SELECTED REFERENCES	553
INDEX	577

I

**PERSONAL
BACKGROUND**

UNIT I

Building a Personality

*Manhood overtops all titles; character
is above all riches and greater
than any career.*

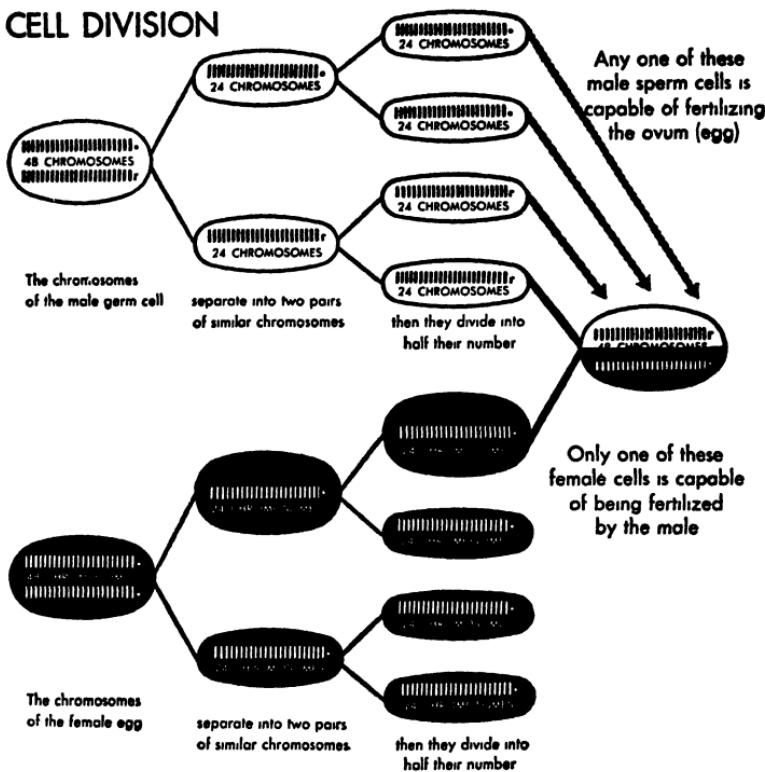
ORISEN SWETT MARDEN

Universal interest in personality. Personality is as old as mankind. But its study and analysis is a twentieth-century development. Many books have been written about personality—some making it seem vague and mysterious, some offering to the gullible public various schemes for becoming a “fascinating” person in a few weeks’ time. Probably the people you know who have vivid personalities have given little if any thought to personality development. By living an interesting life in a natural way they become interesting to others; but because personality development is so directly related to family life and because so many of us would like to improve ourselves, it seems well to begin our study here.

What is personality? Personality! There seems to be magic and mystery in that one word. The origin of this word is interesting and gives a clue to its meaning. It is derived from the Greek *persona*, meaning mask. In ancient times a Greek actor wore a mask to tell the particular character that he was impersonating. Thus by changing his mask, one person could portray several different “personalities.” There are people who think of personality as a mask which expresses the various moods. Probably there are times when the personality which we show to the world may be quite different from

resources have some influence upon the children, for these may determine what parents can do for their children, but the most important influences of all are the child's relationships with other people, particularly with his family in the early

CELL DIVISION



An accepted theory of the basis of human heredity See "Heredity and Human Progress" on page 434 (Chart from Life and Growth by Alice V Keliher, published by D Appleton-Century Co)

years. These relationships are important because they determine the way we feel; our feeling, in turn, determines our behavior. Learning to live happily with one's own family is a good beginning towards getting along with others outside the family group. Whether we intend to do it or not, we are each building and designing a personality—a lifetime job.

Wherever you go, whatever you do, you will have to take yourself with you. If you are going to be good company for yourself and good company for other people, you will need a good personality. So let us take it for granted that our interest is chiefly in building a desirable, attractive personality.

How does heredity affect personality? Heredity fixes the boundary of what we may accomplish intellectually, and education develops only what inheritance has made possible. Unusual ability almost always is a result of heredity, but the development of this ability depends upon education. Should we be so fortunate as to inherit exceptional talents, Nature does not point out these special gifts to us, nor does she develop them for us or tell us how they can best be used. Their development depends upon a favorable environment, including educational opportunity. Mental superiority itself, however, is due to inheritance, not to exceptional educational advantages. Generally speaking, brilliant children come from brilliant parents, average children from average parents. Most of us have sufficient intellectual ability if we will only make good use of it.

It is said that heredity is neither a cause for pride nor a reason for despair. It is simply a fact to be faced. No two children even in the same family are endowed with the same abilities, but all of us do have more capacity than is ever developed or expressed. If our possibilities are never awakened, we shall never develop them. Various mental traits—both desirable and undesirable—are inherited. For example, one may inherit (1) unusual ability in abstract thinking in such subjects as mathematics, (2) musical ability, (3) mechanical aptitude, or (4) a strong tendency to have a quick temper. If the quick temper is not controlled, its owner becomes a very unpleasant associate, but if it is mastered, its owner becomes a strong personality.

What difference does environment make? The sum total of the many external forces which have been affecting our growth and development is called our environment. Heredity provides the stuff or raw material for personality. Environment does the shaping and developing.

Our earliest and most important environment is the home. A good environment is one which enables us to develop our abilities so that we can make the most of our heritage. Father, mother, brothers, and sisters contribute to the development of one another. The extent to which environment can modify our inherited characteristics is not yet known, but is believed to be very great. In one environment we may develop certain of our abilities into desirable conduct, while in a different environment we may develop these same tendencies into undesirable conduct. Education and training can add nothing to our native level of intelligence, but they can bring out the possibilities with which we were born.

"The manner of speech and the voice being so evidently an important feature of personality, it is worth remembering how these demonstrate strata of influences. The decisive tones of a business executive may cover a southern accent, or behind the training of a Boston school of oral expression we may occasionally detect some of the diction of the West.

"When twenty-eight years old, I chanced to meet a member of Richard Mansfield's celebrated dramatic company. At the end of half an hour or so he was telling of his interest in phonetics and of his ability to recognize something of personal histories as revealed by tricks of speech. Thinking myself a sufficiently baffling subject, I invited him to tell my origins. Some years at Harvard, he ventured, after a boyhood in the Middle West, but that was not where I lived in young childhood. I must be British, and if I would allow him some four counties out of forty-odd in England, he would say I came from one of them. Among them he named Buckinghamshire, where I had not lived or visited since I was six years old. Thus it seems that in important personality characteristics we are constructed out of layer after layer of cultural influence."¹

How habits help personality. Some of the most serious studies of personality have been made by psychologists, who claim that it is not something mysterious but that at any period of life our personality consists of the definite habits

¹ William Healy, *Personality in Formation and Action* (New York W. W. Norton & Company, 1938), pp. 155-156

and skills which we possess at that time. This is encouraging. There is a chance for every one of us to improve if we are willing to make the effort.

Cultivating desirable habits and attitudes. Your personality is a composite of your ideals and attitudes, your intelligence, your health habits, and your mental and emotional habits. How important it is, therefore, that we choose desirable habits. We begin to form our habits the day we are born, and since the early years of life are the most impressionable, it is very important that in the early years we should have a good start.

"The fundamental physical habits are most successfully formed by the child before he is ten. What we call 'growing up' or 'getting educated' is chiefly increasing the number, the complexity, and the value of habits. As a result, when we think of the meaning of the character, personality, or the self of some individual, we find that we are primarily describing his habit-life. . . .

"Comfortable habits of orderliness that make us easier to live with are worth cultivating, but not worth worrying about, since at best they are the embroidery and not the framework of character. . . . Habits of straight thinking, regardless of whether the outcome of the reasoning be a pleasant or a bitter dose; of daring to use a short-cut or beat out an untried path; of seeing the other person's point of view—such habits mean much in the life of the child."¹

The cultivation of a new habit is aided by a strong desire to achieve it, by beginning it under happy circumstances and continuing it, and by allowing no exception to it once it is started. Therefore the first step is to desire earnestly to possess the new habit. For example, you may be able to see that you have poor posture, and you realize that you will be far better-looking, that you can have a more pleasing presence—and incidentally, improved health—if you can acquire good posture. It will require much effort, for it will mean maintaining good posture while sitting, standing, and walking. Are

¹ E. R. and G. H. Groves, *Wholesome Parenthood* (Boston: Houghton Mifflin Company, 1929), pp. 73-75

you really interested in forming the good habit? If so, then you are ready for the second step, to practice with pleasure the habit on every occasion when there is an opportunity. After you have started to build the habit, you should not allow yourself to be distracted from practicing it, for each failure to practice the habit makes succeeding attempts more difficult. The third step is gaining enough satisfaction and pleasure out of the experience to want to repeat it without exception. Whenever you maintain good posture, you should have a glowing feeling of satisfaction and well-being. This may be helped by the remarks of your friends on your improved appearance. The satisfaction from practicing increases your desire to achieve, and this encourages you to practice further. So it becomes a continuous circle, ending in the acquisition of a new habit. These three steps are essential in forming a habit.

A list of personality habits or "habits of reacting to persons" is suggested by Dr. Ruth Strang, who recommends them as worth cultivation by young people:

"Respecting opinions of others; being courteous—allowing the other person to go first, introducing people correctly, etc.; being able to lead and to preside over a meeting; enjoying companionship of the opposite sex; cooperating with classmates; subordinating your own interests to the good of the team; showing loyalty to the school, or some worthy cause."¹

An important habit to acquire is learning to do things that should be done whether we feel like doing them or not: doing homework first before going to the movie; mowing the lawn when we would rather read a new magazine; weeding the garden when we would rather go fishing; telling the uncomfortable truth when an evasion would be so much more comfortable. It takes discipline and will power to learn habits like these and many others that you know you should do rather than only the things you feel like doing and want to do.

Getting along with others. Like charity, the job of getting along with others begins at home. If everyone in the home is trying to understand and help, the chances are that home

¹ Ruth Strang, *An Introduction to Child Study* (New York: The Macmillan Company, 1933), p. 506



Freedom and fun at home after the movies. (Better Homes and Gardens Magazine photo)

life is a happy experience. But outside the home we have to get along with all sorts of people. No two people are alike, which makes life both interesting and difficult. In our own group there are selfish and unselfish people, optimists and pessimists, the overly serious and the humorous, the conceited and the modest. We see these types among fellow-students and teachers, friends and relatives. Later we shall find them among fellow-employees and employers, as well as among members of social groups. We recognize these types, good and bad, in representatives of different races, religions, and national backgrounds, including our own. We see them among our friends whom it is easy to like and among those whom we don't like.

Yet with all these differences, we are very much alike. We all want to be happy. We want to be liked. We want to "get ahead." We like some people at first sight, and if they like us, we are friends; some people may not appeal to us at first, but as we know them better we appreciate their good

qualities. Then there are others whom we like less and less the longer we know them. Since we may still have to associate with them, however, we must learn how to be courteous in a really friendly spirit.

The companionship of other people is one of the great joys in life, but each of us may have annoying habits which irritate others when we live in close association—so even your best friend may disappoint you sometimes. It takes time to grow and develop a fine, attractive personality, and in the process we all need the helpful understanding of our friends. The qualities that make a person easy to get along with in the home and with friends are the same qualities which make him easy to get along with in social and business life.

We get along with others according to the way we make them feel about us—that we really like them; that we are unselfish in our relations with them, seeking their interests as well as our own; and that we are as sensitive to their feelings as to our own. In getting along with others it is not only the qualities and traits in us that count, but also the emotions that our traits and qualities arouse in others. We see ourselves mirrored in their attitudes. In learning to get along with people, let the way they feel be the clue to your social relations—forget yourself, and think of what interests the other person.

Making the most of ourselves. As we become acquainted with other people and their peculiar, unfamiliar ways, we become less narrow and less prejudiced; we become less set in our own ways. When we can comfortably and happily adapt ourselves to various types of people and become more tolerant of them, our personality becomes flexible. Since we have to work, play, and live with others, the ability to get along with them is a way to happiness and usefulness.

When you are asked to work on a committee, you are given a chance to learn valuable lessons in getting along with your associates. With a good chairman, no one dominates the situation; all the members try to find the best way to solve a problem. As each of you makes some suggestion, your contributions may stimulate further ideas, until finally you may have

within the committee ideas and plans which no one of you had thought of before.

In sportsmanship, instead of doing as we please, we put the rules of the game ahead of winning the game and ahead of our own ideas and personal inclinations. We place the game itself above the starring of an individual player. Sportsmanship is applicable in all life's relationships. When we have less concern about ourselves and our fears and worries, we are free to learn the basic habits of personality development which have to do with living and playing and working with others. It is significant that all the great religions agree on a common rule: "Forget self."

The value of an attractive personality. Few of us are really satisfied with ourselves. Being attractive to others is a quality which everyone desires. It is an intangible quality, difficult to define. It is partly being the right kind of person inside, and partly using the right way of expression. An interesting personality is not achieved by working at it directly. "It comes, if at all, as a by-product of doing other things. If a man is reading and thinking, if he is happy in his job, if he has absorbing hobbies, if he is genuinely interested in people, his personality will largely take care of itself."¹

If you think of the most attractive person you know, one who is instinctively loved and admired, you might name various qualities which seem to attract others to this person. Very likely you would mention such characteristics as a personal interest and kindly consideration of others, a pleasant voice, aliveness, poise, tact, a courteous manner, a pleasing appearance, good taste in dress, and fastidious cleanliness. Some of these qualities are elements of character, some have to do with the way we get along with people, and still others are personal characteristics.

We all have both assets and liabilities. Some of our liabilities may be due to causes beyond our control. A physical handicap may annoy sensitive people, but this becomes insig-

¹ Erdman Harris, Twenty-One (New York. Harper & Brothers, 1931), p. 83.



National 4-H leadership winners
Sound health is the cornerstone
for intellectual development and
spiritual attainment (Photo from
National Committee, Boys and
Girls Club Work)

which we have no control. But there are elements over which we do have control.

Improving appearance. People who do not yet know you well enough to be aware of your fine qualities of mind and your ideals are obliged to judge by appearances. This may seem unfair at times—but when people first meet us they have no way of knowing our good intentions, and it is only natural that they should form an estimate of us from the impression which we make.

Posture. Posture makes a difference, and we can control this to a large extent. An appearance which may be attractive in every other way can be spoiled by poor posture. A graceful carriage adds as much to personality as any other one thing. It comes not by magic, but from using your body in the natural way all day and every day. The fine "stage presence" of an actor is not a matter of luck but of thought and practice.

nificant if we talk in an interesting manner. Beauty of face alone cannot make one attractive, neither can smart clothes. Being attractive includes physical, mental, and spiritual qualities. To improve ourselves, we must begin on the inside and work out. If you are a normal person, willing to make the effort, you can be attractive to others. However, because they gain their first impression of us by our appearance, we might begin our improvement with our looks, as it is one way through which we may express our personalities. Height, coloring, and complexion are inherited characteristics over .

Janet Lane calls this the "streamline build" and has prepared some helpful suggestions for us.

"Good posture means lined up for grace and action."¹ One of the best ways to maintain good posture is to stand as tall as possible, with "the crown of the head high, and the chin well in." Stand before a long mirror with a hand glass and check up your whole body alignment to see if you have the desired streamline build. This will mean that "you are lined up so that the lobe of your ear, the outermost tip of your shoulder girdle, the outermost tip of your hip girdle, and the outside bump of your ankle bone are on one direct line."

Good grooming. Probably there is nothing which gives more self-confidence than the feeling of being well dressed, dressed suitably for the occasion and looking your very best. It is not necessary to follow fashion slavishly, nor to spend much money to be attractive. You need to know the colors and lines which you can wear best. You then need to adapt fashion to your own type. You need to have a sense of fitness in dressing for a particular time and place. You need to be immaculately clean—to give adequate care to hair, hands, and teeth. But it is foolish to spend too much time in trying to be attractive. Do your best—and then forget all about it so that you can be interested in others.

Voice. There is no asset of personality more important than a fine speaking voice. Does your voice give you away? It can tell tales about you. If one has clear speech and knows how to say the right thing, together with a gracious manner, he has social assets of great value, and business assets as well.

The voice can tell the way you "feel" about things. It reflects your health, your reactions to life, your moods, and your control or lack of self-control. It is not possible to have a habitually pleasing voice and still be a disagreeable or horrid person. Your voice is an index of your personality—it tells whether you are lacking in self-control and poise. A good speaking voice has beauty. Try reading poetry aloud to hear

¹ Janet Lane, *Your Carriage, Madam!* (New York John Wiley & Sons, 1934), p. 14

the melody of your voice, to improve the quality, and to develop the singing tone.

But a pleasant voice in itself does not make correct speech. Your choice of words, your expressions, and your clearness or distinctness of speech are important. Even though you have a good, melodious voice, you can be slovenly in speech, blur your words, and have such peculiarities that to a cultivated ear your speech is a dialect. Years ago Henry James spoke these words in addressing the graduating class at Bryn Mawr College:

"All our employment of constituted sounds, syllables, sentences, comes back to the way we say a thing, and it is very largely by saying, all the while, that we live and play our part. I am asking you to take it from me . . . that the way we say a thing, or fail to say it, has an importance in life that is impossible to overstate."¹

The first time we meet anyone, we unconsciously judge him by what he appears to be. Because we get this first impression from certain externals, such as general appearance, facial expression, manners, posture, and clothing, our estimate may be unfair and unjust, for behavior can easily be misunderstood and misinterpreted. Therefore instead of trying to judge someone else, let us try to understand him, for his worth is more than is apparent through these externals. Sometimes ordinary people are really extraordinary when you get to know them.

Personality in the family. Our enjoyment of our family life depends largely upon what we contribute to it by our own personality. If there is occasional friction at home, a member who has learned self-control "steadies the boat." We gain appreciation and affection for ourselves by showing appreciation and affection for other family members. The family stands by us as we stand by it. If we practice talking things over at home, we learn to analyze practical problems and determine the right line of action. So we gain ability to stand on our own feet and help others solve their problems. As we

¹ "Henry James," *Journal N E A*, XXVII, No 2 (1938), p 53.

are cheerful at home, we tend to make cheerfulness a family habit; and when we need encouragement, we can get it from the family. As we avoid criticizing our home and family members, we gain personal appreciation there. The bond between persons formed first in the family, and based there on the habitual practices of intimate cooperation and mutual aid, is the individual's best source of happiness and provides the cement for the social group.

Character and personality. The two words *character* and *personality* may be used synonymously if we agree that they have the same meaning. For our discussion we shall consider that character is all that we do and are, and that personality is what we appear to do and be. In other words, by means of our personality we express our character. You may be a very fine person inside, but you must show it to others. Probably you have a great deal more of worth and interest than you know how to express.

"It makes a difference whether one is an artist or a fumbler when he touches the piano keys. It makes an equal difference whether one has the artistic touch when he plays upon the keys of life's experience, a thing which each of us does every hour of the day. We are doing things, saying things, coming into contact with others every moment. And what impression do these contacts make? Do we create discord or harmony? Do we leave behind irritations, anxiety, unpleasant situations? Many do. Others, by act and very presence, create good will, inspire confidence, leave trails of harmony. The well-educated individual is one who has learned to play, with a musician's touch, upon the sensitive instrument of human association.

"Those who learn to live pleasantly and thoughtfully and helpfully with others, who learn to pull their own weight in the boat, to share responsibilities, to lighten burdens, to contribute gaiety, even when the skies are gray, who learn to make people with whom they live happy instead of worried or anxious—such individuals are finding their way to a life of harmony and satisfaction. They need not be, should not be, soft or meek or self-effacing. They may be forceful and self-assertive, provided they really live generously and harmoni-



Adventuring on the "top of the world." (Boy Scouts of America photo)

ously. They are the strong, the skilled, the artistic, the finely equipped players in the great orchestra which includes us all."¹

By their strength of character, some persons are able to draw to themselves, as a magnet, others who are fine and congenial. If you could be just the person you wish to be, what kind of a man or woman would you be? It is an interesting fact that gradually one becomes more like that kind of person. By the choices which one continually makes, each one is constantly determining the kind of person he is to be; and as constantly he is revealing to others the ideals which he is allowing to guide his life. But ideals are not necessarily fine and good. Napoleon was consumed with ambition. Fagin, who taught Oliver Twist how to steal, wished above all else to be an expert thief. There can be no substitute for the solid qualities of character. It is built up bit by bit with every desire, every thought, every act going into the building-up process, with the foundations laid in early childhood and youth. Every experience has its meaning in this shaping. "Everyone helps to create the self that must be lived with every hour of every day, through thick and thin, when you are twenty, and fifty, and ninety."² The building of a noble character is a lifelong task.

Looking out on life. As you become more thoughtful about the meaning of life, many questions come to mind: What is the meaning and purpose of life, or has it any meaning? Where can I find the truth? What is right? What is wrong? What are the highest values of life? What are the things that I would hold fast to if everything else had to be given up? Can the Golden Rule be applied in all of the relationships of everyday living? The answers to these questions cannot be stated as factual information nor proved by scientific experiments. The answers are found in the fields of philosophy, ethics, and religion. Therefore the answer acceptable to one person or group may not be acceptable to another person or group. The answers are matters of belief and faith and may

¹ Walter E Myer and Clay Coss, *The Promise of Tomorrow* (Washington, D C Civic Education Service, 1938), p 165

² Winfred Rhoades, *The Self You Have to Live With* (Philadelphia J B Lippincott Company, 1938), p 15

guide our conduct. The way a man looks at life becomes his philosophy of life and makes a difference with his way of living.

"Astronomers have the reputation of being modest men. If you have ever considered the stars you will understand why. The human life never so shrinks in importance as when we are awed by the thought of the size, distance, and multitude of the stars of the sky. To a great proportion of the visitors to the Century of Progress Fair at Chicago the most lasting impression will be their experience at the planetarium, where for an hour they were under the spell of science's reproduction of the starry heavens. The simple shepherd tending his flock in the Far East centuries ago felt the same spell as he pondered under the star-lighted dome of night. The stars have long taught men the wisdom of restraining human desire, and this lesson—the most difficult of all for the modern man or woman—must still be learned by those who would cross out of the childhood of emotions into mature living.

"It is a hard lesson for each one of us, but it opens the way to substantial happiness. Science helps us to realize our origin, to discover the significant happenings that have shaped our personality, to know the resources that we need to master to be successful, but science does not hand over to us a philosophy of life. That we must make for ourselves. No adult escapes the task, but he may develop the program that commands his life so gradually, so undiscerningly that he does not realize the ideas and purposes by which he charts his course."¹

The immensity of the universe is beyond comprehension for a finite mind, but the precision of the solar system, the rhythm of night and day, the movements of the planets, the life folded within the tiny seed, the flower in the garden, the snowflake, all reveal an orderly plan, intricate and complex, yet following laws of Nature. As we gain more knowledge of this vast universe, we are filled with awe and humility, and the certainty of a plan gives to us confidence and faith in a Power behind the plan of the universe. Man had no part in the creation of these forces which were given to him to use, but through

¹ Ernest R. Groves, *Understanding Yourself* (New York Emerson Books, Inc., 1935), pp. 262-263

countless generations men have labored and experimented to master these forces so that they can be used for a larger good.

We each have a challenge—a life to live. Will that life be one of interest and adventure that will take us through the valleys and over the mountains, or will it always stay on the low road?

WHICH WAY

*To every man there openeth
A way, and ways and a way.
And the high soul climbs the high way
And the low soul gropes the low,
And in between, on the misty flats,
The rest drift to and fro.
But to every man there openeth
A high way and a low,
And every man decideth
The way his soul shall go.¹*

—JOHN OXENHAM

A philosophy of life. The way that one looks at the universe and the power behind the universe becomes a part of his philosophy of life. "Some of you will say, 'But this is religion.' Many people think so. They believe that religion cannot be separated from life, that your spiritual life is just as natural as your physical. Whether you call it religion or something else, there is something within you which generates your dreams, your ideals. It has been said that the essence of religion is 'Worship and strive toward the highest you know.' What you believe can never be separated from what you do. If you have any idea of religion which is satisfying to you, it will make a difference in the way in which you live. You will stand for your beliefs. If you should believe that life cannot be right for you until it is right for all people, you will not merely profess that belief; you will show by your actions that you believe it."²

"The greatest thing that anyone can give to the world is a

¹ Reprinted by permission of the author

² Ruth Fedder, *A Girl Grows Up* (New York McGraw-Hill Book Company, 1939), pp. 221-222

disciplined personality. A man needs a self on which he can depend. He needs a responsive self, equipped with habits that enable him to function promptly when his intelligence shows the way. He needs a responsible self, furnished with powers that enable him to stay by a job and see it through. He needs a sense of duty and a sense of humor.

"What will be your philosophy of life?

"If you are religiously minded, your desire may be to do the will of God, to fulfill your destiny, to follow courageously whatever spiritual leader represents most vividly for you the divine possibilities of human life. . . .

"If religious terminology does not help you, you may express the best that is in you in the service of some great enterprise or lose yourself in a cause greater than any petty concerns about yourself.

"Whatever your way of looking at things, it will probably include some sort of cosmic hypothesis, some sort of world-view, and some sort of personal scheme of values. It should be your own; it should be the honest distillation of your experience; and it should represent the things in life which seem most worth living for, and, if necessary, dying for."¹

Questions and Class Activities

1. Which definition of personality on page 4 do you like best? Why?
2. How do family experiences help to shape personality?
3. What is your earliest childhood memory? Why do you think this made such a vivid impression on your mind?
4. "Heredity is neither a cause for pride nor a reason for despair" Explain this statement.
5. What are the steps in building up a good habit? Apply these to the building of a specific habit which is worth cultivating
6. From the personality habits which are suggested by Dr Ruth Strang on page 10, select at least two which you would like to

¹ Erdman Harris, Twenty-One (New York Harper & Brothers, 1931), pp. 202-203

cultivate this semester. Hand in a copy of your program now, and give a report of your progress at the end of the semester.

7. To find out how extensive your vocabulary is, keep a list of the different adjectives which you use in writing and in talking for one day. Ask your family to watch your speech and to help you make the list.

8. Study yourself for several days to find your good habits and your bad habits. List these in opposite columns. What will you do with your findings?

9. Psychologists tell us that when we are faced with a difficulty we should take an active attitude toward the difficulty. Apply this principle to a personal experience or to a difficulty which you have observed.

10. Study your own personal appearance and, with the cooperation of your family and best friend, list your good points and your poor points. Make a program for self-improvement on which you can work this semester. At the end of the semester, with the help of your family and friend, check your progress and hand in a report.

11. How can personality be expressed in poor ways and in good ways? Give illustrations.

12. What kind of a person would you like to be ten years from now in appearance, in manners, and in other ways? What will you have accomplished educationally and vocationally? What would you like to be doing then?

13. The world has been made better by people who were not satisfied with existing conditions. Select some character in history or current life that has achieved something in working for others. Make a study of this character, looking particularly for early home environment, accomplishments, and qualities of personality which contributed to accomplishment. The following characters are suggested for study.

Jane Addams
Susan B. Anthony
Clara Barton
Edward Bok
Madam Curie
Thomas Edison
Benjamin Franklin
Sam Houston

Abraham Lincoln
Mary Lyon
Florence Nightingale
Alice Freeman Palmer
Louis Pasteur
Jacob Riis
Mary Roberts Rinehart
Theodore Roosevelt

14. Study some character in fiction. Find your character's dominant personality traits, and see how these were revealed through association with the other characters in the book. The following books are suggested for study:

Sorrel and Son by Warwick Deeping

Queer Judson by Joseph Lincoln

Pelle, The Conqueror by M. A. Nexo

Squirrel Cage, The Bent Twig, The Homemaker by Dorothy Canfield Fisher.

15. Discover why someone whom you know and admire is so very popular.

16. Have you ever changed your first opinion of a person after you became better acquainted? Give a specific example.

17. Analyze a moving picture or play which you have seen recently, and state what you consider are the ideals, either high or low, which seem to be portrayed.

18. Joan began smoking at the age of eighteen. How much do you estimate it will cost her for cigarettes over a five-year period at the rate of one pack a day? How much would she spend in ten years? How could this money be used for more enduring satisfactions?

19. A newspaper reports that more than sixty persons tried to identify a purse containing a considerable sum of money. How might such an action be interpreted?

20. What ideals are common in the pledges or oaths of the various youth organizations, such as Girl Reserves, 4-H Club, Boy Scouts, Girl Scouts, Camp Fire Girls, Junior Red Cross, Hi-Y Club, or other organizations represented in your group?

21. With the help of your family and friends make a collection of old adages which are related to the everyday experiences of life. (Example: "We learn to do by doing.")

22. How does one set an example for younger brothers and sisters?

23. What are your responsibilities to your parents when you go out in the evening?

24. Why should a young man not sit in his car and honk the horn when he has a date with a girl?

25. Make a conscious effort for one week to be especially helpful and agreeable to your family and associates. At the end of the

week write a report of your reactions, indicating the response of members in the family to your attitude.

26. How do you interpret the difference between character and personality?

27. Why is a philosophy of life as essential in the journey of life as a compass is to a sailor or an aviator?

28. Secure a list of Personal Growth Leaflets mentioned on page 433 and possibly make up a class order of samples. (Send a self-addressed stamped envelope to the National Education Association, Washington, D. C.)

II

**BACKGROUND
of
AMERICAN
FAMILY LIFE**

UNIT 2

What America Gave the Family

*Real joy comes not from ease, not from riches, not from the
applause of men, but from having done things that
are worth while*

WILFRED T. GRENFELL

A democratic ideal for family life. Our home—"the heart's fatherland," as Mazzini, the Italian patriot, called it—is so close to us that we can scarcely know it. Our families are ourselves. How shall we describe them? One way that gives some understanding of this personal group, the richest potential source of happiness in human experience, is to compare the family life of earlier times with that of today. Nowadays our homes have a democratic ideal. We believe in equal opportunity for husband, wife, son, and daughter. We believe in a corresponding responsibility for each. Expected from each are leadership and initiative in work, cooperation and mutual aid, affection, and helpfulness. The family is built up of the contributions of all its members and exists equally for all. It was not always so. Once all homes were patriarchal or father-dominated.

This fine modern ideal of the democratic home has been largely developed in America by the frontier experiences of husbands and wives and children who, together in family groups, conquered the wilderness and created democratic homes. These developed out of the older type of patriarchal homes found in medieval Europe and in ancient society. Let us trace the changes in American family life.

Family life in a new country. When the Pilgrim Fathers set out for the New World in 1620, they realized that they needed whole families to carry on with any degree of success in a forbidding wilderness. They brought their wives and children with them with the expectation of planting new and permanent homes here. None of them could have foreseen the cruel hardships they would have to endure in their struggle for existence and the constant anxiety concerning their Indian neighbors. All of this would have been impossible to endure if they had not had the unfailing support and encouragement of the brave women who helped them in the work of founding homes.

The first settlement of Virginia, a few years earlier, was quite a different story, for unmarried men had been sent out by a commercial concern, the Virginia Company. Not one woman had come with them from the Old World. After the first thrill of adventure these men became discontented and discouraged, for they missed the joys and comforts of home life. An open rebellion was averted by the sensible advice of Sir Edwin Sandys who was directing the Virginia Company in England. "We must find them wives, in order that they will feel at home in Virginia," was his wise suggestion. Accordingly, ninety "young, handsome, honestly educated maids, of honest life and carriage," were imported to Virginia. Each settler was eligible to become a suitor if he could prove that he was able to support a wife by paying for her passage in "best leaf tobacco," and then he must win her consent. This was a primitive means of providing wives and mothers, but the degree of success of the experiment may be gauged by the fact that the "leaf-tobacco" brides were soon writing home to friends urging them to follow their example.

Patriarchal pattern of family life of early America. Naturally the colonists brought with them the ideas and customs to which they had been accustomed in the Old World. This was true not only in regard to house building and house furnishing, but also in regard to the role of the different members of the family. The pattern of family life which was transplanted to America reaches back to Old Testament times for



Kitchen in the Wayside Inn, South Sudbury, Massachusetts. The fireplace was "the heart of the home." Here all members of the family gathered together for productive tasks and companionship. (Henry Ford photo)

its beginning, though of course it had been modified somewhat through the centuries. Let us see what the characteristics of this pattern were.

In ancient times the family was ruled by its oldest male member, the patriarch. Possibly this type of family developed at a period when the people were obliged to wander in search of better pasture lands for their large flocks and herds. Since many persons were needed to help in tending the sheep and cattle, it was natural that a group bound by ties of blood should draw together for this purpose and then, at a later period, to care for vineyards, olive gardens, and orchards. In this nomadic life the group could be held together only by the personality of a strong leader.

In the earliest stories of the Old Testament, the Hebrew

family was patriarchal. The Book of Proverbs contains a classic statement in praise of the virtues of a good wife (Prov. 31:10-31), and at the same time it gives a vivid picture of the many activities of a woman in a Hebrew household in Old-Testament times. Evidently such a household was nearly self-sustaining. The records of Greek and Roman history show still further the patriarchal type of family organization.

The patriarch, as owner of the property, gained control over his kinfolk until, as the head of the family, he had absolute authority over his wives, his children, his relatives, and his slaves. His will was law. In fact, the father was regarded as priest or king in his group, with the mother and children as his subjects. The power of the Roman father was indicated in their law, the *patria potestas*, which gave the father power of life and death over his children, as well as power of unlimited corporal punishment. Even until the eighteenth century, according to an old Anglo-Saxon law, a father might sell his children.

Contributions of the patriarchal family to civilization. Family law became well established and provided patterns for law in public affairs. Religion was developed. Reverence, even worship, for the ways of their ancestors resulted in a strong bond of family loyalty. Children were taught unquestioning obedience to their elders and to those in authority. As head of his family, the patriarch himself was liable to punishment if the members of his family failed to obey any established laws of society.

The ideal of monogamic marriage was developed, and children and women were held in increasingly higher regard. The need of protection and support during the long period of infancy of children tended to establish a more settled home life and to develop the industries of peace. The development of literature and schools gave an impetus to all lines of progress and provided a means to pass on from one generation to another a large store of their traditions and culture. Through the ages the father has been the protector and the provider of the family. This has developed a traditional sense of responsibility and loyalty of the man to his family and to the state,

which may nowadays find expression in the give-and-take of the daily contacts of life or, in a grave emergency, may even call for the supreme sacrifice of the individual citizen.

The seat of some family problems. With absolute power as patriarchs, men gained control over money and other forms of property. Their position was strengthened by the prestige of military power and by the special military training required of boys and young men. In ancient times, as priest of his tribe, the patriarch had even more power. This type of family government was needed in a developing civilization. But the patriarchal organization of the tribe became the pattern for the individual family, and with slight changes persisted from ancient days until after the Industrial Revolution.

The very important and arbitrary position of the father in the family gave a correspondingly important position to the son. Hence it was only a natural outcome that men should be held in higher esteem than women, and were thought to be of greater value to society. A woman had no legal right to property. Her earnings, her inheritance, her dowry, and any of her possessions might be claimed by her husband and used as he chose. Because of her inferior position, few if any educational advantages were extended to women. All of her interests were expected to center entirely about the care of her children and her house. This situation, resulting in inequality of rights in family life, was accepted without question for many centuries and represents the pattern which prevailed among families in early American life. This pattern can still be found in some groups in our country today. Possibly you may know families in which the leadership is exclusively centered in the man. Let us see what the roles of the different members would be in such families.

The role of the father. Even though the colonists came from various sections of Europe, they were more and more influenced by the settlers from England. So it is not surprising to find that many traditions from England prevailed here, including the English Common Law. All the English wife's property belonged to her husband. The following paragraph was taken from the *Westminster Review* of 1856.

A lady whose husband had been unsuccessful in business established herself as a milliner in Manchester. After some years of toil she realized sufficient for the family to live upon comfortably, the husband having done nothing meanwhile. They lived for a time in easy circumstances after she gave up business, and then the husband died, bequeathing all his wife's earnings to his own illegitimate children. At the age of sixty-two she was compelled, in order to gain her bread, to return to business.¹

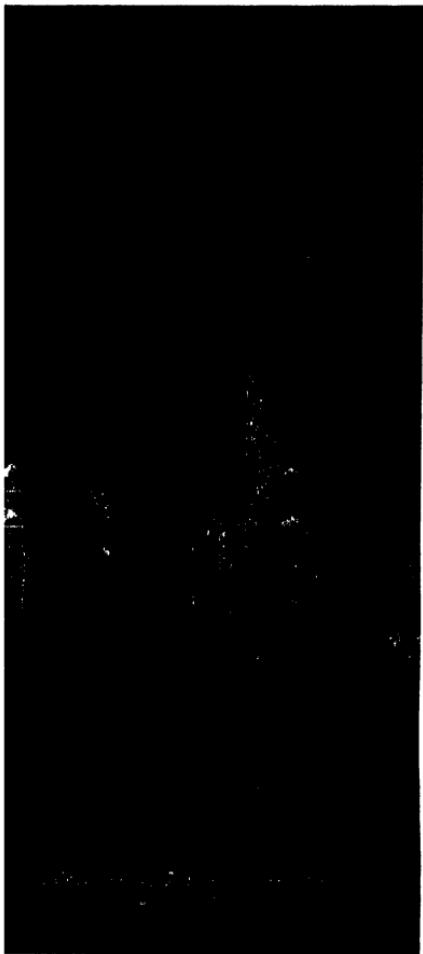
That was old-fashioned family life. According to this English law, husband and wife were one, and the husband was the one. The implications of this law with slight modifications were adapted into early American life. The father owned the family property; he had absolute authority over his wife and children; his word was law, demanding unquestioning obedience. Once it was even possible for a man to will his children to another person so that on his death they no longer belonged to their mother. He had control of his wife even to the extent that he might sell her clothing, her jewelry, and any of her property. If she had earnings, they also belonged to him. He also had control over the children, their education, training, and plans for marriage, though here young people were allowed more freedom of choice in their marriage than had their elders in the old country. The following story of an earlier day indicates some of the limitations of the legal rights of women. After a very elaborate wedding ceremony a bride and groom came out of the church expecting to be driven away in the fine coach drawn by four splendid horses, the property of the bride, which had a few minutes before brought her to the church. But the sheriff had taken the "coach and four" to pay certain debts of the groom. This was entirely within the law, because upon marriage the possessions of a woman became her husband's property. Later he became the sole guardian of their children.

¹ Harry Emerson Fosdick, "What Is Happening to the American Family?" *Journal of Social Hygiene*, XV, No. 3 (1929), p. 140.

Even though the law was harsh in its attitude toward women, the colonial husband had certain responsibilities which might not have worked entirely to his advantage as an individual. He had to support his wife in the manner suited to his circumstances, and he was liable not only for the debts she contracted after marriage, but for those she had at the time of their marriage. This law protected the wife's dowry rights, and when the husband died she might claim any of her property of which her husband had not already disposed. In most of the colonies she was protected from being beaten by her husband, although this had been his privilege under the English Common Law; however, some colonies still allowed a man to beat his wife with a stick, provided it was no larger in circumference than his thumb. If a husband was pestered by a shrewish, scolding wife, there was a possibility of her suffering the punishment of stocks, pillory, or ducking stool, because of her meddlesome tongue. According to the early laws of Massachusetts and Connecticut, a stubborn and rebellious son might be put to death if his father and mother testified against him in court. There are no records showing that this was actually done, but it reflects the attitude of patriarchal ideas from the old Hebrew family life. However unfair the law seemed in its discrimination against women, we must remember that women were so scarce that they received a consideration not usual in the Old World. It was an advantage to a wife to have the law protect her from beatings given by her husband. The fact that young people might have the deciding voice in the choice of a husband or wife was also a step forward.

The role of the mother. Naturally the colonists held very much the same ideas with respect to women that they had held in the Old World, where women were regarded as inferior to men intellectually and socially, not capable of holding property in their own right, and needing little if any education.

Widows were more desirable as wives than were young girls, as they very likely had property left to them by a former husband. Upon remarriage this became the property of the



Old colonial doorways bespeak true hospitality.

meeting. So I kiss thee and love thee ever and rest

Thy faithful husband,

John Winthrop.''"¹

As we read the stories of colonial life, we are impressed

¹ Harry Emerson Fosdick, "What Is Happening to the American Family?" *Journal of Social Hygiene*, XV, No. 3 (1929), p 145.

second husband. Old letters and diaries show, however, that there were genuine ties of affection between husband and wife. "The old New England family has been made to seem hopelessly dour, somber, and lugubrious, but one has doubts about the picture when he runs upon a letter like this, written by John Winthrop to his wife in 1637, after they had been married twenty years:

'Sweetheart,—

I was unwillingly hindered from coming to thee, nor am I likely to see thee before the last day of this week. therefore I shall want a band or two and cuffs. I pray thee also send me six or seven leaves of tobacco dried and powdered. Have care of thyself this cold weather, and speak to the folks to keep the goats well out of the garden. . . . If any letters be come for me, send them by this bearer. I will trouble thee no further. The Lord bless and keep thee, my sweet wife, and all our family; and send us a comfortable

with the courage of the wives and mothers. In their homes in the Old World many of them had not been accustomed to hard work and discomforts; but here in the face of bitter hardships they shared in all kinds of work, and were able to make the home radiate the warmth of good cheer, happiness, and kindly helpfulness. Foreign visitors are sometimes surprised at the regard which American men have for the freedom of American women. Possibly this is a traditional appreciation of the notable part women played in shaping our destiny.

The role of bachelors and spinsters. Bachelors in early America were encouraged to marry by being given a piece of land as a special inducement. But if they remained single they were obliged to pay a bachelor tax. The life of an unmarried woman could not have been very happy, for she lived in the home of a relative and was expected to do work that no one else cared to do. For her services she received board and room and as much else as her relative chose to give her. In some communities, in order to encourage marriage, she was not allowed to possess property in her own name.

As public opinion was in favor of early marriage and a high birth rate, bachelors and spinsters met with disapproval in any community, for the few pioneers who were struggling to develop a new country and to resist the attacks of the Indians considered it a social duty to marry and rear a large family. In striking contrast is the present-day "typical" American family of two adults and two or three children.

The role of children. Large families were considered desirable in all colonial homes, for many hands were needed to do the necessary work. Benjamin Franklin was one of seventeen children. Sir William Phipps, Governor of Massachusetts, was one of a family of twenty-six children. The death rate of infants was high in the cold, bleak regions of New England where, because of freezing temperatures and poor diet, it was difficult to rear children. Even in homes of the better classes children died because of the conditions. Of Cotton Mather's fifteen children only two survived him, and of Judge Sewall's fourteen children only three lived longer than their father.

Under the autocratic power of the father, children were brought up strictly. They were to be seen and not heard. To their elders they were expected to give unquestioning obedience. The father's word was law and was considered sacred. The Pilgrim Fathers very sternly upheld parental authority.

Manners were carefully looked after in the homes of the better classes, but the colonial standards for good manners for children seem to us very strange, as indicated in quaint books of that time. Children were instructed not to sit down at the table until asked, and then, after the blessing, not to sing, hum, or wiggle at the table; not to take salt except with a clean knife; not to speak unless spoken to; not even to ask for food; and never to throw bones under the table. Children attended church every Sunday with the family. They were obliged to stay awake and listen to long sermons upon which they would be questioned later in the day. The Bible was given to them for regular reading. As soon as they were old enough, they were taught to be useful in every possible way, few spare moments for play being allowed, as "Satan found work for idle hands to do." Children were a source of income to their families.

Material difficulties and family cooperation. When the colonists migrated to the New World, they found themselves faced with difficulties which must have seemed almost insurmountable. Their first need was shelter. Here was a land covered with magnificent forests out of which to make building material, but there were no sawmills to saw the boards. There were no bricks and no mortar. There was plenty of rock and stone, but there was no way to make use of them. In this generation it is almost impossible for us to picture the suffering and hardships of those Pilgrim families in Plymouth, losing half their number from disease and privation that first winter, leveling the graves and planting corn over them so that the Indians might not know how many of them had died.

At first the early settlers had to use various uncomfortable makeshifts for shelter. Sometimes they dug caves in the side of a hill where they could have shelter until they had time to



Like a plant, the building grows up. Ye Olde Fayerbanke House, Dedham, Massachusetts, was built in 1636. This rambling, picturesque old house is believed to be the oldest frame house in the United States. After nearly three centuries, it is still owned by lineal descendants of Jonathan Fayerbanke, and thousands of tourists visit it every summer. (Henry Irving Fairbanks photo)

chop down trees and cut them up for log houses. Sometimes they made wigwams such as the Indians used, covering them with plaited grass, bark, deerskins, tree boughs, or, in the far South, palmetto leaves. Even though log houses might be substantial and comfortable, they did not satisfy the men and women who had come from attractive homes provided with comforts and some luxuries. As they prospered, each settlement built, as soon as it was able, houses similar to those which they had had in the Old World, modifying these according to their limitations, their new surroundings, and the new climate.

The Dutch in New York and Pennsylvania built tidy, neat houses quite like those in Holland today. In Massachusetts, Rhode Island, and Connecticut the houses frequently had an overhanging second story which was common in England in the time of Queen Elizabeth. On the prosperous plantations of the South were developed a group of buildings with a fine

mansion house for the master, cabins for the slaves, and a number of small outbuildings for various uses, such as coach-house, stable, henhouse, smokehouse, and milkhouse. Mount Vernon is a very beautiful example of a comfortable mansion which dispensed old-time southern hospitality.

The early houses were built without nails, which were costly. They were held together with wooden pins and pegs driven into holes prepared to receive them. When nails were first made, Alice Morse Earle tells us in her *Home Life in Colonial Days*, a family moving away sometimes set fire to the house in order to gather up the valuable nails from the ashes. To prevent this destruction of buildings, the government of Virginia gave to each planter who was leaving his house as many nails as the house was estimated to have in its frame, provided the owner would not burn the house down.

Stern life in a new country under such harsh conditions required stoutheartedness and strong determination. Not one of our early forefathers turned back because life was too difficult. Because life was hard, and the communities scattered, the family drew together as a unit in the comradeship of carrying on the multitude of tasks. Out of this comradeship there developed the close ties of the democratic American family.

The Westward Movement. Our Atlantic seaboard was first settled by the early pioneers. As the settlements developed into villages and small cities, the more adventuresome people, feeling that there might be even better opportunities a little farther west, moved on into a new frontier. At first the transportation was limited to ox teams and the river courses, so that one generation could not travel far. But with the desire for more freedom and the chance to get even a better start for themselves and their families, there was a drift westward in each succeeding generation, pushing the frontier farther and farther toward the Pacific Coast, and then up to Alaska. The discovery of gold stimulated this westward movement, and the coming of the railroad speeded the settlement.

Sometimes whole families or groups of families went west together. At other times the men went alone to blaze the



The thrilling adventure of the Westward Movement. Study this picture carefully and note its many points of interest. Try to imagine yourself as one of this group, heading into an unknown land. What preparation would be needed for such a journey? What of the hazards, the disappointments, the pleasures, the rewards? (Photo from "The Big Trail," produced by the Fox Film Corporation)

trail, returning for their families when they had staked out their claims.

On the treeless plains the first houses were built either of sod or adobe (earth from which bricks are made), the only construction materials available. If possible, the pioneers chose for the site of the new home a location having features to which they had been accustomed. When they built their permanent home, it was of a type of architecture similar to the home they had left in the East. Just as the first settlers prized the treasures which they had brought with them from the Old World, so the pioneers moving west prized certain treasures which they could carry with them. It might have been a cutting from a rose bush, a seedling of a certain tree, or grandmother's chest. This westward movement of the people was one of the most dramatic and thrilling events in American history. As soon as one section was fairly well settled, individuals went farther from it into the frontier. They entered the wilderness and had to accept, as did the first

settlers on the Atlantic Coast, the hardships, the independence, the self-reliance, and the dangers of frontier life. They had to work hard, and every member of the family was expected to do his part. For three centuries, from the first colonization along the Atlantic Coast to the beginning of the nineteen-hundreds, there were bands of adventuresome and courageous men and women who penetrated the wilderness, crossed the prairies, and blazed the trails for later development of farming, business, and industry.

The American family self-endowed. Here, in a country possessing rich but undeveloped natural resources, began the evolution of the American family. A culture developed which was rooted in Old World customs and was predominantly English, but was modified to fit different conditions of a new environment. This development of home and social ideals in America has at all times been deeply influenced by the frontier.

Those who participate in any hard migration must be physically strong and possess a pioneer spirit. They must be brave, resourceful, buoyant, and adaptable. Those who first settled along the Atlantic seaboard were men and women with these qualities. As the frontier life moved westward, men and women with the same pioneer spirit blazed the trail. Through the necessity of adapting themselves to new conditions, they were led to build a social life distinctly their own.

The frontier and family life. The fact that more men than women had entered the frontier tended to give women greater prestige and more freedom. Customs that restricted women in the older settlements died out. It was difficult to furnish children much education, and such instruction as they had on the frontier was generally given to the girl as freely as to the boy. Later, in the far West, as a result of these frontier influences that tended to advance the status of women, the movement was the beginning of political equality for women.

It was the frontier that contributed to the history of the American family something that was absent from European life, and thus prevented the Industrial Revolution from having the importance that it had on the other side of the ocean. From the start, the settlers who came to the American shores



The forge shop on the McCormick Farm, Walnut Grove, near Steele's Tavern, Virginia, as it appeared in 1831 when Cyrus Hall McCormick invented his first reaper. In the foreground is to be seen the reaper in its early stage. This forge shop still stands. Note the hand-hewn logs and the combination of the native building materials. (International Harvester Company photo)

found themselves, against their own wishes, obliged to adapt themselves to the new circumstances of their life and to forget the customs and practices which had been their habits in their mother country. Changes were forced upon them by the demands of frontier life. Conditions were new, and the distance between them and their former place of living was so great that they had largely to depend upon themselves in order to survive in their new situation. The influence of the American frontier ushered in modern family life with its relationships of equality of husband and wife and its emphasis upon the rights of children. The old geographic frontier has been subdued, but American families of today are faced with

problems which require fully as much courage for their solution as did the natural frontiers of an earlier day. Some of these will be discussed later.

Growth in education since frontier days. The education at first was scanty for girls, but more extended for boys, as it was considered of more importance for boys to have an education than for girls. Some of the reasons for this attitude were due to the influence of the family pattern, the arbitrary position of the father and the inferior position of the mother; the care of the home with its many varied industries; and the rearing and care of many children. Men's work was considered more important and was far more glamorous than child rearing and home duties.

An evidence of this point of view is the fact that Harvard University was founded in 1636 for men only. About two hundred years later, in 1833, Oberlin College in Ohio was founded and opened its doors to both men and women. This was the first opportunity in the United States for women to gain a college education. In 1937, when Oberlin observed the one-hundredth anniversary of the entrance of women into college education, the change in transportation that made it easier to reach colleges was noted by Oberlin women students.

Oberlin, Ohio, Oct. 8. It took Miss Caroline Mary Rudd of Huntington, Conn., exactly two months to make the journey to Oberlin College in 1837 when she was one of the first four girls in the United States to attend a coeducational college.

Miss Connie Smith, who entered Oberlin this year, made the trip from Vladivostok, Russia, in exactly four weeks and two days. And at the airport to meet her when she alighted from a plane was Miss Janice Rudd, an Oberlin sophomore, descendant of the original college coed. The two girls, meeting and chatting, decided that the world moves rapidly.¹

The opponents of women's education held that higher education would undermine the health of young women; their

¹ From the *Christian Science Monitor*, October 8, 1937

intellectual inferiority would become too apparent; their feminine charm would be destroyed and they would become less womanly; education would unfit them for home life and they would neglect home and children. During the last fifty years women in this country have gained the privilege of higher education, economic independence, and legal and political rights. Even the marriage service may no longer require a wife to obey her husband. Today both young men and women of America have a universal privilege of education in public schools at public expense from the first grade through high school, and in some cities through college, enjoying an equality of opportunity never before realized in the history of the world. This is one of the advantages of living under a democratic government. If each individual family had to pay the cost of this education, it would be the privilege of the rich only.

Questions and Class Activities

1. In the Bible (Prov 31:10-31) is a description of a mother in the Hebrew patriarchal family. Rewrite this description in terms of a modern mother.
2. What was the *patria potestas*?
3. From your study of history, what have you learned of Greek and Roman family life?
4. What values did society gain through patriarchal family life?
5. Among your acquaintances there may be families where the patriarchal attitude still persists. What are some evidences of such an attitude? Can you find historical and geographical reasons for this attitude?
6. The patriarchal family pattern developed certain characteristic roles for the different members of the family in England and later in the colonies. Describe these roles for each member—mother, father, children, spinsters, and bachelors.
7. Certain problems in family life in this country had their origin in the patriarchal family pattern. What were these problems?
8. What was the English Common Law? How did the English Common Law affect the status of women in early American life?

9. What were the contributions which women made in this era?
10. Why was a large family of children considered an advantage in early American life? At what age were children a liability or an asset? How did children get their "start in life"?
11. Describe life of the children of this period—their education, training, and conditions of health.
12. What were the characteristics of home life in colonial days? In frontier days?
13. What was the Westward Movement? What was the effect of the frontier upon family life?
14. In your section of the country, what were the special limitations with which new families had to cope in their early settlements?
15. Study the history of the town or county in which you live. When was it settled? By whom?
16. What is the historical significance of the name of your town or county or state?
17. Who were some of the outstanding men and women in the early history of your town or county? What were their particular achievements? Did any families from your town move on to do pioneering in still newer country?
18. Contrast the opportunity for education—then and now. Why were men opposed to higher education for women?
19. What personal qualities were needed by pioneer men and women which would enable them to carry on in the face of frontier conditions? What are some of the conditions today that require the same personal qualities?
20. Study the architecture of the homes in your community to find if there are any prevailing types. What are their approximate dates and historical significance?

UNIT 3

American Homes Before Electricity

Thus times do shift,—each thing his turn does hold,
New things succeed, as former things grow old.

ROBERT HERRICK

The melting pot. In order to understand the complex mode of present-day living, we need to be familiar with the times in which our immediate ancestors lived, and to remember that the people of those generations, coming from different European lands, were merged in a kind of magic melting pot which became America. Out of this melting pot a nation developed in which all races and many different nationalities contributed their cultures, their customs, and their traditions. There was a struggle for spiritual, intellectual, and economic freedom. This fostered the spirit of racial tolerance. Such a varied social inheritance has contributed much to our country's interest and participation in movements for international cooperation and welfare.

The typical home before electricity. The typical home in the latter half of the eighteen-hundreds was the homestead of the farm or small community. Yet home life was represented in all stages of development. There was the wide range from the ease of the southern planter and the elegance of the Boston merchant to the wretched existence of the factory worker and the bare necessities of the pioneer in the far West. During

this period (approximately 1850–1900) the greater part of the country was still in the agricultural stage. The census report of 1870 lists only fifty principal cities in the United States. In the total population of 38,558,371 nearly one-seventh were foreign-born and nearly one-third had one or both parents who were foreign-born. Statistics of this kind are tremendously interesting if one interprets them in terms of the manners and customs of his grandparents and great-grandparents. Their home life reflected a blending of the trends of the ages—old customs and traditions from the far corners of Europe—and the influence of their immediate environment and their economic status in America.

Before we draw an intimate picture of the life from 1850 to 1900, we must keep in mind two facts: first, that the families were usually large; and second, that they lived in a period when there was time to be leisurely in one's work, except during the harvesting season. Even then, there was always time to lend a willing hand to one's neighbors and those less fortunate. Yet there were few modern conveniences as we know them today.

Water supply. Whether one were rich or poor, it was necessary to draw water from a well. At first, it was done in one of three ways. Probably the most common was the hand-over-hand method. A rope or chain with a bucket at each end was placed over a suspended pulley. As one full pail was drawn up, an empty one went down. Another method was that of placing a pole across the well-box with the ends fitted into devices which would permit the pole to turn easily. To one end of this pole was attached a handle. The rope or chain, long enough to reach the water with a bucket at the end, was fastened to the middle of the pole. When the bucket was filled, the handle was turned and the water was drawn up. A third primitive method was the well-sweep: a long pole pivoted above the well, with a bucket at one end and counterweights at the other. Later came the wooden pump and the iron pump operated by hand, and still later, the windmill pump and the hydraulic ram. In some cases it was necessary to carry water from springs. In some parts of the coun-



A country refrigerator (J B Kent and Country Life photo)
MAIN

try in dry seasons water was hauled in barrels long distances. Plenty of good water easily secured was a luxury and a blessing. The development of municipal water supplies to take the place of private wells in the larger towns and cities was a long stride in civic improvement. As water became plentiful, sewer systems were also installed. However, they were not satisfactory from the standpoint of health until the late 1870's, and smaller communities are still installing them today.

Refrigeration. Ideal refrigeration in the early days consisted of a stone house over an overflowing spring. Here all perish-

able foods were kept clean, fresh, and sweet. If one did not have this luxury, one might have a cellar. Another method of keeping milk, cream, and butter sweet was to place them in some container that involved the principles of evaporation. These varied with one's means and ingenuity. Ice was cut in the winter and stored for delivery during the summer. For many years ice remained the household's means of refrigeration. It was during this period of the 1860's that artificial ice was first made. Only in the cities was artificial ice used. On the farms, away from the villages and cities, refrigeration is still a laborious and time-consuming task, unless electric current is available to provide means for electric refrigeration.

Heating. Whether the houses were large and well built or small and poorly constructed, they were all heated either by fireplaces or stoves. During the cold season kindling and wood or coal were carried in every evening, and the ashes were removed several times a week. Fires were tended frequently and regularly to maintain a fairly even temperature. A room heated with a stove was likely to be too cool or too warm. Not until the Centennial Exhibition in 1876 were gas stoves for cooking exhibited in this country. By that time hot-water furnaces were also making their way into the finer homes of the cities.

Lighting. The lighting of the house was furnished by a candle or kerosene lamp—a soft, mellow light that was both restful and artistic, if not always entirely satisfactory. Lamps that were used regularly were filled, their wicks trimmed, and their chimneys cleaned at least two or three times a week. It was necessary to take extreme caution against fire caused by upsetting a lamp or by its exploding. However, explosions were rare if the lamps were kept free from dirt. The Argand and other special oil lamps were used in the more pretentious homes until the introduction of electricity toward the end of the eighteen-hundreds, the use of which has signalized the development of the mechanical era of today's housekeeping.

Productive labor in the home. When we speak of the time between 1850 and 1900, we must necessarily think of it largely in terms of the country or the small town, where a great deal

of the work in the home was still productive. Both men and women contributed cooperatively in the production of the necessities used by the family. Their work fell naturally into two divisions, seasonal and daily routines.

Seasonal work for men. The seasonal work for men was largely agricultural. The kind and rotation of the field work were determined by climatic conditions, depending upon the section of the country in which one lived. But regardless of location, there was a general order of work throughout the country. In the spring there was the planting of crops and gardens and the care of orchards, there was some type of cultivation and harvest throughout the summer, with the final harvest in the early fall. In the grain and cotton sections there followed, immediately after harvest, plowing and harrowing in preparation for the sowing of the winter grains. The winter months were given over to the clearing of land and timber, chopping and hauling wood, mending or making harnesses, building fences, and doing a great variety of odd jobs that contributed to the general improvement of the farm.

Seasonal work for women. The women's work offered a greater variety and was just as important. Their range of activities was again determined by geographic location and the amount of wealth possessed by the family. However, regardless of the money the family had, the mother was the administrator, and either did the work with the assistance of the members of the family or supervised all work closely.

The spring, summer, and autumn seasons were particularly busy ones for the women. In those days all perishable foods were produced on the farm, and therefore the gardens and orchards and poultry were important units in production. The planting and cultivation of the gardens usually fell to the women and children, as the men were occupied in the fields. The cultivation was soon overlapped with canning, preserving, pickling, jelly-making, drying, harvesting, and storing vegetables and fruits for winter use. Poultry also was raised. The compensation for these strenuous activities was the satisfaction of having abundant and delicious foods. Since the meat was produced on the farm, the hog-killing season was

on as soon as cold weather was assured. This was work for both men and women. Lard was rendered, sausage was made, and meat was cured by putting it down in brine or by salting and smoking it.

Spring housecleaning. Before the gardening and canning season, there was the spring housecleaning. This was one of the nerve-racking events of the year, as it usually upset the equilibrium of all the members of the family. The men dreaded this occasion quite as much as the women, because it meant that they were usually routed out of their accustomed places, their meals were scanty, and their womenfolk cross and irritable from fatigue. Stoves were removed from all rooms and stored for the summer; all beds and bedding were aired and washed, if necessary; all curtains were taken down; furniture was removed; and the carpets, which were tacked down securely on all four sides, were taken up and beaten; ceilings and walls were swept, windows were washed; and woodwork was scrubbed. When the bare rooms became spotless and dustless, carpets went back, with heavy padding underneath; shining furniture was slipped into accustomed places; pictures and clean curtains went up; and much cherished bric-a-brac was fondly arranged on mantel, tables, and piano. The tired womenfolk stood back and admired the results, the men looked relieved, and the household resumed its normal routine until autumn arrived. Then stoves had to be polished and set up, curtains washed again, and extra cleaning done before winter set in.

It would seem that with these seasonal occupations, there would be little time left for the necessary daily routines, yet seasonal occupations were sandwiched in among the daily tasks.

The daily routine. The daily routines were divided into men's and women's work, both of which were equally important, not only in the struggle for existence, but for the successful progress in acquiring comforts and accumulating wealth. It was real cooperation, with work often interchangeable in certain seasons.

Regularity of work, custom, and habit was essential in those

days. The rising hour ranged from four to six, depending upon the season or the occupation of the men. In the winter it meant rising and dressing in the cold. Fire was then built in the kitchen stove and perhaps in other rooms. The children were called. While the women were getting breakfast, the men were feeding the stock and milking. When breakfast was announced, all members came promptly and were seated at one time. Grace was said, and in some families it was customary for the head of the house to read a chapter from the Bible.

After breakfast all members went to work. The men went into the fields or barns. The mother directed or instructed the children in dishwashing, bed-making, sweeping, dusting, preparation of vegetables for dinner, or one of a dozen other duties, while she was probably straining the morning's milk, skimming cream, preparing cream for churning, setting bread, or feeding and bathing the baby.

If it were Monday, she probably went directly to washing. But the preliminary work was a big task in itself. Water was brought, tubs and pots filled, and soap shaved for boiling clothes. The white clothes had probably been put to soak the night before. The rubbing was done by hand on a scrub board or at best in a machine turned by hand. The clothes were boiled in a big iron or copper pot that stood on a tripod with the fire under it. The heavy, water-soaked clothes were lifted out of the pot with a wooden stick or paddle. Then they were rubbed a second time and rinsed two or three times, depending upon whether the water was hard or soft. Soap left in the clothes meant yellowed clothes when ironed. Yellowed clothes meant slovenly work. Clothes were wrung by hand or with a hand-turned wringer. Water was often baled out of the tubs and carried to flower beds or vegetable gardens.

A woman's pride was to have her washing out before noon, but this could not always be accomplished when there was a big family with many and voluminous garments. Often she was obliged to leave her washing and prepare and serve dinner promptly at twelve o'clock. When the midday meal was over and the washing finished, there may have been a few moments

for resting before it was necessary to take in and sprinkle the clothes for tomorrow's ironing. Then began the round of the evening duties, such as feeding the chickens, milking from one to six cows, straining the new milk and skimming the earlier milk that had been set "to rise," getting supper, eating, clearing the table, washing dishes, putting the children to bed, and making some preparations for breakfast. If she were a strong and industrious woman, she may have read a little, mended, or even done a little fancywork while visiting with her husband and older children before the entire family retired, probably at nine o'clock. Then the house was silent and dark.

Tuesday's program was not radically different from Monday's, except that ironing was done. There were several types of irons, but the most common was the sadiron, heated on a wood or coal stove.

Cotton and linen were the only fibers used for outer and under garments in summer. Several times as many garments were worn then as now. Petticoats and dresses were very full and elaborately trimmed with laces, ruffles, and tucks. All garments were starched. These factors greatly increased the hardship of laundering and hampered the activity of the wearer.

Wednesday was the day set aside especially for mending, sewing, and baking. Thursday was given over to midweek rest, but not to idleness. On this day the women enjoyed a break from the heavy work and more rigid routine of other days. This day they might use for visiting, sewing, or even doing fancywork. During the early part of this period most of the clothing for both men and women was made by hand, as the sewing machine was not invented until 1846. And in those days an invention did not speedily come into common use as it does now. Friday meant return to a stern schedule and the week's big cleaning of the entire house. Saturday was a day on which all members of the family worked under pressure in preparation for Sunday—really two days' work in one.

The custom of bathing on Saturday, and more particularly

on Saturday night, was about as well established as going to church on Sunday. Preparation for bathing in those days required considerable time and effort. The bathroom was a rare luxury and the kitchen was used for Saturday-night baths. Here might be set up one of the newer types of bathtubs, a small portable tin tub with a high, flaring back which served as a protection from the cold, or more commonly an ordinary laundry tub was brought into the kitchen for bathing purposes. All the water was heated on the kitchen stove and then baled into the tub. After each bath the water was emptied and carried out. Estimate how much labor this meant in families of eight, ten, or twelve members. Surely the mother of that day must have gone to bed on Saturday night with a feeling of achievement as she thought back over the week's work. This daily and weekly routine, as practiced for generations, proved to be the most economical use of time in the handwork era.

Sunday was the Lord's day. With some religious denominations and in some sections of the country all unnecessary labor for man and animal was suspended. The good and devout reverently meditated upon God and the wonder of His universe, while the skeptic or less devout were forced to conform to the conventions of the day. Neither hilarity nor frivolity was permitted on this day. Hymns were the only form of music permissible. Children at an early age became familiar with the great literature of the Bible through story-telling and later through reading and study.

Attendance at church was a social as well as a religious function. It was there that neighbors often exchanged views on the events of the day and family and local news. The young people had an opportunity to visit with one another under the eye of their elders. The memory of these brief moments was treasured through the week and new experiences anticipated for the next Sunday. As many people drove great distances to church, they would take dinner with friends and spend the remainder of the day visiting.

Recreation. It would seem that life must have been very stern and one-sided, and yet it held much gaiety and happiness. Barn raisings, husking bees, and quilting parties were examples

of real cooperation and occasions for having a good time. Spelling bees, singing schools, debates, and recitations were opportunities for intellectual stimulation. Other modes of entertainment were straw rides, sleighing, buggy riding, and dancing.

Education. Each community provided its own educational facilities. In quality and amount these varied with the desires of the parents for culture. In rural sections the length of the school term was determined by the kind and seasons of farm work and the need for the children's help. As a result, educational opportunities in rural sections varied from none to only a few months of school; and in towns, to the regular eight-month term. There was serious discrimination in education for girls and women because of the traditional belief that the feminine mind was inferior to the masculine. With limited family finances, available funds were used to educate the boys of the family rather than the girls. Another reason advocated for a lesser education for girls was the fact that they married and became homemakers. Education might cause them to lose their feminine charm.

Sufficient for girls was knowledge of the three R's, a little music, the social amenities, fine needlework, and the arts of homemaking. In wealthy families the girls were shielded from all contacts with the outside world. The home was woman's sphere. Marriage was ultimately the only vocation open to girls. A few of the strong-minded types, defying convention, secured an education that would enable them to teach. Though they proved their mental equality with men, they never attained equality in wages or salary. For example, a woman teacher would receive no more than one-third or one-half as much as a man in the same position.

It was not until the middle 1860's that the ambitious girls had a choice in the selection of schools for higher education. Oberlin College, for both sexes, was founded in 1833; Mount Holyoke Seminary, for women, was opened in 1837. In the Middle West, with the aid of the new land-grant funds established as a result of the Morrill Act in 1862, coeducation received a trial under the friendliest auspices in the state colleges



Yesterday's "Jo and Laurie on the stairs" (Courtesy of the artist, Norman Rockwell, with permission of the Woman's Home Companion)

and universities. The University of Iowa admitted women in 1858; the University of Wisconsin opened a special normal department in 1863. By 1870 the doors of all these state institutions were flung wide to both men and women.

The founding of Vassar College in 1865 was a distinct advance for the education of women. Nevertheless, the distrust of higher education for women remained a subject for keen debate until recent years. It was argued that the health of girls would be injured if they undertook higher education. They would "unsex" themselves and lose their feminine charm. Soon they would be wearing bloomers and playing rough games!

If women neither married, taught, nor went into domestic service, they became little more than servants in their own families. Even though they rendered valuable service in helping to rear many children, they received no pay and were financially dependent on others. It was a status neither comfortable nor satisfactory.

Widening influence of women. As women had neither economic independence nor social freedom, so they were spared or deprived (depending upon one's viewpoint) of any political responsibility. A keen and independent girl might possibly have had a strong but subtle influence upon the men in her family, but she was never allowed to voice her opinions in public. However, with the increasing opportunity for education and work women began to emancipate themselves. The Women's Christian Temperance Union, organized in 1874, was an evidence of independent thinking and courageous action. The running mate of this organization was the National Association for Woman Suffrage. These organizations later obtained amendments to our Constitution. One of them is the Eighteenth Amendment, prohibiting the sale of alcoholic beverages. This amendment was later repealed, however. The other is the Nineteenth Amendment, which gives women the right to vote.

From the modern point of view the men of that era were certainly the privileged members of the family and society. The women were bound by centuries of tradition and custom.

On the whole, they had no voice in their own destiny and only a little in that of their children. They lived wherever the whimsical or the pioneering spirits of their husbands moved them. The women adapted themselves to the best of their ability to difficult environments and adverse circumstances. To us it seems as if their lot must often have been difficult and sometimes almost unbearable. Yet they were the powerful but silent partners of the builders of a great nation. Their spiritual strength, concentration of purpose, indomitable will, and unfaltering courage made it possible for the men to blaze the trails of America's civilization.

The Industrial Revolution and family life. Changes in the methods of manufacturing that began to come about in the latter part of the seventeen-hundreds proved so important that we now call the period that of the Industrial Revolution. This does not mean that there had been no factories earlier or that women had never worked outside the home. These things had occurred, especially on the continent of Europe, but whereas they had been most exceptional, they now became the common thing in industry. The consequences of this change as it affected the family proved to be more significant in its influence upon the home than anything that had happened previously.

The new industrialism upset the family pattern that had gone on for many centuries with comparatively little change. Sometimes we think of this narrowly, as if it concerned only the women and children. This is a mistake. By offering employment to men, women, and children outside the household, industry changed family life in all its aspects. The family as a unit of production, except in agriculture, was destroyed. Weaving and spinning, tailoring, shoe-making, and other trades ceased to be carried on in the household with the husband, wife, and children working together, and became instead a factory enterprise. The various sorts of manufacturing that previously had been scattered about were centralized, and the making, distributing, and selling of goods came into the hands of men with capital. The workers, who had themselves been small manufacturers, were now mere wage earners.

Just as industry was centralized, so people were brought together at convenient places for the use of water or steam power, and this moving from the open country and rural villages to the industrial centers was followed by difficulties of housing and the overcrowding that resulted in slums.

The owner of the factory had full control of the hours of labor of the workers and the conditions of their toil. This seriously affected the family because during the period of household manufacturing there were seasons of comparative leisure, and always opportunity for the association of all the members of the family in their work together. Now that the pace of production was set by the speed of machinery, the worker, whether man, woman, or child, returned from the long hours of the factory too fatigued to have any zest for domestic experience. Children especially suffered, growing old prematurely as a result of time lost from play and the discipline that controlled them during the long days of labor. According to custom and law, the husband still remained the head of the household. But he and other men were in competition with their wives as wage earners, thus leading to tension between the two sexes. Friction developed where husbands demanded for their own use the earnings of their wives, which, in accordance with law, belonged to the head of the family. In the long run, this employment of women outside the family tended to increase their economic independence and to save them from the necessity of marrying as a mere means of support.

Organized industry and family life. One of the consequences of the Industrial Revolution that concerns the family was the effort of the wage earner to organize so that by collective bargaining he might have the means of protecting himself against the increasing power of the capitalists. It was in England, where conditions were such that the need of a labor union was greatest, that this effort first started. In the earlier forms of industry there was not such a marked difference between the small capitalist and the producer. In fact, often the head of the family exercised both functions. He bought the raw material which he manufactured, and then sold the

finished product. He and his wife and children performed the labor that was necessary to produce the things he sold. Then, in turn, he carried them to market where he exchanged the results of his labor for new material with which to work.

The attempt of the workers to organize labor unions was resisted, but in spite of the fact that the law prohibited any sort of concerted effort to regulate hours of labor, conditions of work, or wages, the need of unions was so great that efforts to organize persisted. Eventually the labor union was legalized, and later it was protected from the suits of capitalists who believed themselves entitled to damages for which they held labor activities responsible.

Labor unions and family welfare. The tension of the period greatly concerned family life. Labor unions from the start attempted to protect women and children in their wage earning and to obtain for them more satisfactory conditions of working. In order to maintain the standards of the family, the unions tried to maintain a wage level in accord with the needs of the family. Soon the two conflicting interests of the capitalist and the wage earner resulted in strikes and lockouts. Often it was love of family that led the workers to attempt, through striking, to obtain higher wages and better conditions for working. Slowly the hours of labor were lessened, and this made possible the leisure from which the family to a great extent benefited. Agitation against child labor also resulted in more and more restriction of the work of children. When strikes and lockouts occurred, it was the wife and children who suffered most, and this fact tended to discourage older workers from entering thoughtlessly upon a strike.

It would be most unfair to interpret this period of industrial tension as being the product of selfishness on the one side and pure altruism on the other. The motives were mixed, as they influenced the leaders of both capitalism and labor organizations. Some of the sharpest criticisms of industrial exploitation and the labor of children came from manufacturers like Robert Owen, who did not lose sight of the human values involved and who felt that industry must serve rather than antagonize the family standards.

America went through a strain similar to that of England, but the labor union came later and grew without so bitter a struggle as had taken place on the other side of the ocean. Moreover, in the United States the large number of people who supported themselves by agriculture kept the industrial group from having the importance that it had in England in the development of family standards. The chief support of most American families came from the land, and since agriculture was not then highly specialized, husband, wife, and children generally shared together in the labor for family support.

Looking backward, we may be inclined to think of our ancestors as being very poor; but in sharing the work that required the help of each member of the family, it was possible for them to develop a fine spirit of unity and cooperation which made for genuine happiness. We need this same spirit of cooperation in family life today.

Questions and Class Activities

1. Of the household routines between 1850 and 1900, which are needed in your home today?
2. Contrast household equipment of that era and of the present time required for such processes as procuring water, keeping perishable foodstuffs, heating the house, and lighting the house
3. From your family and older friends you can secure some of this old-time equipment. Assemble these pieces for an interesting exhibit.
4. Also from the same source (perhaps stored in attics), secure samples of women's and children's garments of an early day. Note the handwork. Discuss the problem of home laundering with old-time equipment.
5. In an early day practically everything used in the home was produced in the home. Name twenty of these products. Check those which are still used in the home but usually produced outside.
6. What were the men's and women's seasonal occupations? Secure detailed information. Look up examples in literature.

7. In order to get a pattern of a woman's work, select one particular week in the year and give a detailed account of a home-maker's duties and activities.
8. Write a paragraph on social values of family life in the old regime.
9. What inventions came into use during the period of 1865-1875 which eventually revolutionized living and working for the family? How have they affected family living?
10. What were some of the hardships of people in the latter half of the eighteen-hundreds? Some corresponding compensations?
11. When young people wanted a good time in those days, what did they do?
12. What are the differences between the good homemaker of today and the good homemaker of the 1870's and 1880's?
13. Note the comforts that you have been enjoying outside your home within the past twenty-four hours which are the result of mechanical invention. What substitutes were used in an earlier day?
14. Personalize Unit 3 by writing your family history. Use material of this unit as a guide. Did your family take any part in the Westward Movement? Consider the house they lived in, the furniture and furnishings they used, the gardens they cultivated, the food they ate, their rituals and holidays, the clothes they wore, etc. What hours did they keep? When and how did they play? Where and how did they worship? What were some of the home remedies for illness? What was their education? What was the pattern of their family life? Was it overshadowed by a patriarchal influence? For your conclusion, contrast family life of that day with your modern family life.

lighting, and proper ventilation have comforts of the first order. Add to these the convenience of the telephone, the refrigerator, beds equipped with modern springs and mattresses, easy chairs and divans—all within the means of most people. Machine production has made it possible for us to possess artistic objects in such forms as dishes, silverware, and glassware, and colorful textiles used in bedding, draperies, upholstery, and rugs. Historians tell us that the Grecian aristocrats had an average of five slaves apiece. Stuart Chase, in *The Tragedy of Waste*, estimates that if we made use of the energy available, each man, woman, and child in this country would have the equivalent of thirty servants!

To hear messages from the great men of various nations, to listen to music by the world's renowned artists, to obtain news from all parts of the world almost as soon as it happens, to participate in the excitement of international sports within the comfort of our homes by merely pushing a button—this is truly a modern miracle. Television, which will enable us to see as well as to hear over a great distance, will probably be in general use within a relatively short time.

We have been extraordinarily ingenious in mechanical production, but we need to give thought to utilizing machine equipment in such ways as to create conditions which will bring happiness through satisfying home experiences.

An age of invention. Inventions indicate social and economic change. This machine age is like a giant tree, with its roots extending deep into the past centuries and drawing nourishment from all contemporary civilizations. Scientific discoveries and mechanical inventions have changed our social life.

"The environment of modern men is to a surprising degree made up of machines, much as the environment of wild animals is made up of fauna, flora, wind, rain, and temperature. Even those men and women who do not work on a machine for a living are only once removed from it or its products. Modern man's problem of adaptation to his machine-made environment is different from the problem of primitive man in adapting to nature, because the machine-made environ-

ment is rapidly changing, and this is not the case with nature."¹

All inventions and discoveries are not for the good and advancement of human happiness. Men discovered the economy of building large multiple-family tenements, but the invention at first produced buildings that were fire-traps, hotbeds of tuberculosis, and breeders of delinquency and crime. Safeguarding devices to prevent these evils are just being invented and enforced: one-half to three-fourths of the building lot left vacant for light and air; every room made an outside room; sanitary and fire protective standards; zoning and city planning; sufficient number of parks and playgrounds to insure wholesome neighborhood living conditions.

In the first twenty-five years of this century a greater change has been wrought by invention than in the preceding twenty-five centuries. Hastening from one thing to another, we seldom realize how slow and how arduous has been the advance of civilization. While it has contributed richly to our physical comforts, it has greatly complicated our social adjustment. Most major mechanical inventions have directly or indirectly brought results to family life.

Transportation. We know that modern transportation is fast, but do we realize the rapid rate at which speed has developed in this country?

The quickest transportation in early days was by horseback, at thirty miles or so a day. In 1789, the Secretary of Congress rode two hundred and thirty miles on horseback from New York to Mt. Vernon to notify George Washington of his election as President, and it took as long for Washington's acceptance to be carried back. In 1928, in keeping with tradition, a messenger went three thousand miles by rail across the continent in four days to notify Herbert Hoover formally of his nomination, and the acceptance speech was spread by radio and telegraph over America and the whole world in a few seconds. This was the first time an acceptance speech was

¹ *Technological Trends and National Policy*, National Resources Committee (Washington, D C U S Government Printing Office, June, 1937), pp. 8-9.



Speed! Fifteen miles an hour! The appearance of automobiles on roads often frightened horses beyond control and caused their drivers to send curses after the newfangled contraption. People said, "Laws should be passed to prevent such things from appearing on the highways." Study the picture. Compare it with a similar scene today. How many points of difference can you find? (Courtesy of Oldsmobile)

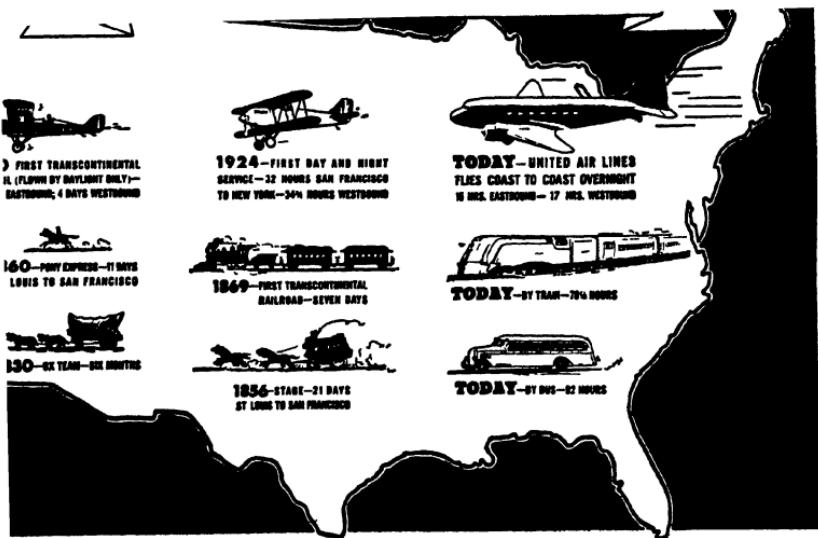
heard by radio. In 1776, Benjamin Franklin took thirty days, at four or five miles an hour, to sail from America to France; and in 1927, Charles A. Lindbergh covered the same distance in thirty-three and a half hours. Only twelve years later transatlantic air service by the Clipper ships of the Pan American Airways started service with a twenty-four-hour crossing. What is the rate of speed for these forms of transportation today?

The first locomotives, of one hundred years ago, making ten to thirty miles an hour, have been supplanted in one hundred years by engines going seventy to eighty-five miles an hour

and streamlined trains going one hundred to one hundred and twenty miles an hour. The automobile, making fifteen miles an hour, was first used by President Theodore Roosevelt, with characteristic "courage," in 1900. This speed was sufficient to give anyone a thrill and to outrage the countryfolk with noise. The appearance of automobiles on the roads often frightened horses beyond control and caused their drivers to send curses after the newfangled contraption. There were those who said, "Laws should be passed to prevent such things from appearing upon the highways." Inside of thirty-five years, one in every five persons in America owned an automobile. Automobiles are now used all over the country on thousands of miles of new hard-surfaced roads and have revolutionized ways of working and living.

In this age of speed and miracle-making inventions and discoveries, it is difficult for us to realize the effect of any scientific innovation upon people in past decades. A new scientific principle was nothing less than awe-inspiring. The story is told that when the first telegraph message was sent across the Missouri River at Brownsville, Nebraska, all the men present instinctively paid a silent tribute. Without thinking, they removed their hats at the first click of the instrument and stood with bared heads to hear the message translated, "Westward the course of empire takes its way." The speed of four miles an hour of Fulton's steamboat in 1807 was as wonderful in that age as the thirty knots of the swift ship of today.

The automobile has had a profound effect on ways of living. Just as the railroads caused cities and homes in cities to spring up all over the country, so the automobile has changed them, hurling their population out into the suburbs and drawing into an ever widening trade area many millions of inhabitants from remoter regions. Thus it has created a new unit of population—neither city, town, nor village—for which there is as yet no name but which is often referred to as a metropolitan area. As the railroad built up the big city, so the truck is helping to build up the small place within the metropolitan area. Some metropolitan areas have many hun-



This map shows the tremendous strides in transportation that have been made in little more than a hundred years. (United Air Lines map)

dreds of different governmental units, when one or at least a few would make many economies and produce efficiencies impossible in small units.

The internal-combustion gas engine, which created the automobile, also made possible the tractor, bringing the industrial revolution to the farm. Among the contrasting losses, it gave a powerful new agent to the criminal, and has become a new cause of accidental death to thousands of people every year. "There is therefore reason to remark that the inventors of the automobile have had more influence than Caesar, Napoleon, and Ghengis Khan."¹ But what has this modern transportation done to the home and family?

Modern transportation and family life. Modern transportation is the timesaver in all situations in which persons or commodities must move from one place to another. The economists include this place-to-place movement as part of the productive work of the world and speak of it as the creation of "place-utilities." Quick and economical transportation of

¹ *Technological Trends and National Policy*, National Resources Committee (Washington, D. C.: U. S. Government Printing Office, June, 1937), p. 4.

raw materials, of machinery, of laborers, of money, of finished goods—whether inside factories and communities, between different parts of a country, or between nations—has greatly contributed to the volume and variety of goods available in the family's markets. But modern transportation has also affected family life intimately in almost every detail.

It aids family members to find work and to get to and from home to a place of work several miles away. It has widened the market area in which the family buys. People who used to go from one to five miles to market, now go from twenty-five to a hundred miles. It has widened the leisure area within which we select recreation; this may widen our group of friends and possibly increase the size of the marriage-selection group. Transportation tends to decentralize industry and housing; suburbs develop; the combination of agriculture and shop employment is possible. This means better living conditions. Transportation has improved our diets. We have fresh fruits and vegetables the year round. Easy travel increases opportunities for family contacts. Some member may live away from home, but family groups may readily gather from a distance while fast transportation and the mail keep members in touch when hundreds or thousands of miles apart. Transportation has changed educational opportunities, not only as to the larger, better school with ample playground in the city and the centralized school in rural areas, but access is afforded to camps and to the widening culture of travel. Not only may we go places, but all manner of persons and things now come to us. It has shrunk our old neighborhoods but has put them at the center of the national and world neighborhood. By radio and newspaper for transmitting ideas and by commerce for moving people and goods, we now live as world citizens. The services of the railroad train, the steamship, the airplane, and the automobile are now consolidating in order that we of this century may travel with still greater speed, convenience, and comfort.

Some contributions of Thomas Edison. It is a far call from the centuries of darkness, penetrated only by the torch, to the brilliance of night in the twentieth century. There

were gradual stages from the cup of oil with a lighted wick, to the candle, leading finally to the whale-oil and later to the kerosene lamp, still widely used; and then to artificial gas for home and street illumination, first demonstrated in 1795. Edison's incandescent electric light conquered darkness and changed conditions in the home, the place of work, and on streets and public ways. A view of a great city at night from a plane or a high building reveals a magic land of lights. Tests show that good lighting of workrooms increases the worker's product sometimes by 25 per cent. Thus Edison's light not only contributes to the comfort of living, but helps to create wealth.

Edison also solved the problem of recording sound. His laboratory at Menlo Park, New Jersey, must have been a very exciting place in which to work in 1877 when he and his workers were trying to "fill the prescription for a newfangled contraption," the phonograph. When his chief assistant brought him the crude but completed little instrument, Mr. Edison—humorously and playfully—recited into it, "Mary Had a Little Lamb." Imagine his joy and the awe of his employees when the little machine reproduced the words distinctly. This was the forerunner of the phonograph and the talkies which bring pleasure to millions of people daily. The family may some day utilize the phonograph, not only for frequent use in playing musical and other records, but also to make records of family experiences and keep them from generation to generation.

Some labor-saving inventions. There are more prosaic but not less important inventions that have developed rich possibilities in agriculture and contributed to our wealth, comfort, and leisure. Until the latter part of the seventeen-hundreds there was no labor problem as we know it today. Instead of unemployment, there were not sufficient men available to cultivate the boundless acres. Methods and implements for farming were as slow-moving as the seasons. The possibilities of wealth, however, stirred the imagination of those with an inventive turn of mind.

Eli Whitney's invention of the cotton gin in 1792 made it



This is the way the new sewing machine was pictured in Godey's Lady's Book in 1863. (Courtesy of New York Public Library)

possible for the cotton-growing South to accumulate wealth with amazing rapidity. A harvesting machine for wheat brought about a similar prosperity in the great wheat-growing

sections. Robert McCormick, an intelligent young farmer of Virginia, spent fifteen years working on a reaping machine to replace the sickle and scythe. His son Cyrus completed the invention and gave a successful public exhibition of it in 1831. However, it was not until the next generation that reapers were used to any extent. In 1852 Roberts invented the companion machine, the thresher. These two machines have made it possible to produce grain at greatly reduced labor costs, and to bring wheat bread within the means of the millions of all nations.

In 1846 Elias Howe competed with five of the swiftest seamstresses in a clothing factory and finished five seams on his sewing machine before one seam of equal length had been sewed by hand. The principle of his invention was a forerunner of the high-powered electric sewing machines of today that, with power spinning, weaving, and knitting, have made it possible for factories to produce by machine the clothing of the entire nation.

Communication. Even by 1900 the telegraph, invented in 1844, was used only for very important official business or personal communications. Now we send telegrams on many occasions.

In the early 1870's while Alexander Graham Bell was conducting a school for deaf mutes in Boston, he was at the same time dreaming of a musical telegraph. Later he worked with the idea of speech transmission. But it was not until June, 1875, that the telephone came into being. He and his assistant were working in different rooms on the same mechanism. He heard a faint twang come over the wire from a similar instrument in the next room. "It was the birth-cry of the telephone." In the following year Bell exhibited his telephone at the Centennial Exhibition in Philadelphia in the presence of distinguished personages. There he received world acclaim. Now the telephone is considered a business and household necessity. Thousands upon thousands of calls are made each minute in this country. Ours is considered the most talkative country in the world.



The world's first reaper. Cyrus Hall McCormick, the young inventor, tall, square-shouldered, purposeful, is striding behind his masterpiece, the world's first reaper. A boy is riding the horse, and a slave is raking the cut grain from the platform. Friends and neighbors are gathered in the field to witness this important test. In the distance are the Blue Ridge Mountains. A covered wagon passes along the roadway headed for the Great West. This photograph is a reproduction of a painting by the famous artist N. C. Wyeth. (Courtesy of International Harvester Company)

The world was astounded by Marconi's wireless telegraphy in 1895. Other forms of communication have been eclipsed by the radio, available for relatively small cost. It has become almost a universal item of household equipment. No longer need isolation or distance be a barrier to mankind. Recently it required only one-twentieth of a second to send a message over a distance of 8,000 miles from Pittsburgh, Pennsylvania, to Commander Byrd at Little America in the Antarctic. From there Byrd sent messages to the States and received

from the outside world the important national and international news, and enjoyed concerts being given here.

By the touch of a button, we admit the Voices of the Air. The seclusion of the home is broken by local or world events. We may be enlightened on current events, entertained by renowned artists, saddened by the tragedies of others, or deceived by propaganda. The radio has been a powerful enlightening force to peoples in all walks of life and in every geographic location around the face of the earth. One of the most unforeseen results of the radio is its use in national and international broadcasts, often as a propaganda tool of governments. One may have faith that the radio and the movies are destined to aid powerfully in the long process of cultural exchanges between nations and races and the ultimate development of the means of creating a world government. Through them we see the development of mutual understanding of our different ways of home living and better ideals of human relationships.

Moving pictures. "The moving-picture industry, like that of the telephone and the automobile, has helped to knit our territory together in a psychological sense, for the entire population is now exposed to the same stimuli which brings them news, tells them the same stories, familiarizes them with the same types of manners and morals, and hence opens up a new agency of education and propaganda. Florida sees the same moving pictures as Oregon; the farmer learns better than before the ways of a city. A great new competition for leisure time has arisen, affecting home, church, and school."¹

The commercial movies have enriched the family's recreation, but like other new inventions, they need further socializing to best serve the interests of the family as to relative values in different uses of leisure. There is need of family and school discussion as to standards for choosing movies; quite possibly there is need of more social control of movies just as we are developing social control of housing. The remark of a refined

¹ *Technological Trends and National Policy*, National Resources Committee (Washington, D C U S Government Printing Office, June, 1937), p 4

college girl from India in an American class discussion—"From seeing American movies in Rangoon, I had the idea that American women were not nice"—reveals one problem, the unreality of life as presented in the movies.

Why do not the family and the family institutions of church and school and neighborhood clubs have their own movies? They do to some extent, but more demand for them would develop more material, and possibly create loaning services through public libraries. The moving-picture camera and projector, like the camera itself, make family records of permanent interest.

Economic and social results. Early in this century there were six inventions still in the experimental stage which have since become basic industries. the telephone, the automobile, the airplane, the motion picture, rayon, and the radio. Their economic effects have meant new fields of investment and employment and hence contributions to the income of millions of families. Even more significant have been their effects on consumption and the common experiences of daily living in our homes and communities. Five of the six inventions concern the transportation of ideas and persons. It would be illuminating to trace in detail all the effects which any one of these—the telephone or the radio, for example—has had upon family life. We can say in general that with the automobile and the airplane they have annihilated time and space. But a more discerning search would discover changes in the attitudes of one family member to another, and of ourselves to other families. Also, class or racial or nationalistic groups which at first have sometimes been antagonistic will, we may expect, in the long run, become more tolerant and cooperative on further acquaintance with each other.

The invention of rayon has had a remarkable social result, for class distinctions, it seems, have been leveled through the common use of this substitute for silk. In early days silks could be worn only by wealthy people. Today, rayon, which gives the appearance of silk, has actually changed the general appearance of the feminine part of the population. Before the rise of rayon, only a few women could wear silk; now

"silk" rayon is as common as cotton and is imperiling the cotton industry.

Three frontiers. Historically, there are three frontiers in this country. The geographic or natural frontier has been subdued. The industrial frontier with its backwash of unemployment has created a grave problem. The social frontier presents many problems which need to be solved in the interest of the common good. This is a frontier which has scarcely been touched.

In every flood, whether it be the waters of the earth or of social changes, there is an awe-inspiring force that we cannot control. And every flood has its debris. The rise and fall in industry, especially in this current age, has had its inception in the technological changes of the preceding years. The result has been a backwash of unemployment, with all its implications and attendant ills of insecurity, suffering, and unhappiness.

The pioneer spirit of adventure is needed to solve problems such as these: the attainment of social security for the family; a type of education suited to the individual need of each child; a way of living that will be free from environmental friction, harmful noise, and clamor; better working conditions; better health measures for all; social justice for the underprivileged; education for marriage; and home life that will provide for a wholesome environment for every child.

Imagination and courage is as necessary in pioneering in new ideas and methods in a closely settled community as it was in blazing new trails in the wilderness. Wit and physical brawn overcame the barriers of nature; today's barriers are those of mental reservations, social customs, conventions, prejudices, and spiritual and political convictions. The social frontier calls for knowledge, high courage, faith, persistence, and a will to meet and conquer new conditions. And while it is a privilege to live in this era, it is also a corresponding responsibility. The more we acquire, the more skillful we must become in our selective judgment and our use both of the products of industry and of the social opportunities of our community life.

Family life and the machine age. We gladly accept the



"My! How handy! A pump right in the kitchen! What'll they think of next?" (General Electric Corp. photo)

benefits of inventions and the machine, but as students of wholesome family life we should be critical of their negative aspects and what they may cost the family unless their abuses are curbed. The factory greatly multiplied the rate of producing consumer goods; but it created the city, overcrowding, and slums, with families paying the toll in infant mortality, child delinquency, sickness and death from tuberculosis and other communicable diseases.

These and other losses are at last being successfully checked by the public health movement, government-aided and other improved housing, and town, city, and regional planning. Machines produce rapidly, but often with fearful results in industrial accidents; compulsory safety devices have reduced accidents, but 30,000 persons are still killed annually in industry, causing much personal loss and reduction of family in-

come, the latter only partly made good by our system of compulsory accident compensation laws. The highly mechanized business world has great cycles of alternating prosperity and depression, and during depressions millions lose their jobs. For them our system of government public work and of unemployment insurance aims to provide temporary public employment or grants from the insurance reserves.

From such examples the general principle becomes obvious —progress and change in our mechanized industrial society brings new pressures and new forms of distress and loss upon the family groups which are its living units. While welcoming progress, we must be alert to develop new safeguarding measures for family welfare. An interesting example is that noise control in cities is being recognized as a new function of public health work.

The future. For Americans the age of discovery and invention that began with Columbus and led to the taming and subduing of a wild continent is not yet closed. Jessie Benton Fremont's praise of her father, General John Fremont, the explorer of the West, is true in smaller or larger measure for millions of others who were our ancestors. "The ashes of his campfires have become the sites of great cities."

Our ancestors came to America from all countries. Men and women made settlements and tapped natural resources. Some among them opened up sources of new knowledge, discovered laws of the universe, and invented machines that opened the road of adventure for us of today. But what is all this past compared with the opportunities of today and the possible gifts of the future? These inventions may be either a gain or a hindrance in family life, depending upon their use; an automobile may unite the family or it can separate the family; a radio may be a source of common enjoyment or of friction; moving pictures can be a means of profitable entertainment or they can create false standards of living. Mechanical inventions are not an end in themselves but a means to an end, and that end is a larger measure of happiness.

A great age for discoverers, scientists, inventors, and engineers is still ahead, as it is for painters, writers, poets, and

preachers. Young people of today will discover new laws, evolve truths, and invent devices that will benefit all mankind. The home life of the future will be the beneficiary of all that you and others may devise. And inventions, remember, include improvements in ideas and attitudes, in social agencies and government, as well as in the mechanical equipment of life. In that sense each of us can be an inventor—a better planner of personal and family life.

Questions and Class Activities

1. Give as many illustrations as you can to show that "speed" is a relative term
2. From current opinion and writings, what do you find are some of the serious effects of speed—besides the high accident toll on the highways?
3. Use the resources of your library to get a list of the outstanding inventions of Thomas Edison. How have these affected family life?
4. Give the names of three labor-saving inventions which have greatly affected farming and industry. Who were the inventors and what were the dates of the inventions?
5. What has been the effect of the invention of the sewing machine upon the home?
6. List the labor-saving and comfort-producing devices available for a modern home which you would enjoy using. Contrast the equipment available for the modern home with that available in the era before electricity. How are modern homemakers using the time and energy saved by these devices?
7. From your parents and grandparents get a list of all the means of transportation and communication which they have used. Check those which you have used. If you have used others not on the list, add these.
8. According to Ogburn, six of the mechanical inventions have become basic industries with powerful economic and social results upon family life. Select one of the six for special study, and trace in detail its effect upon family life.

82 THE FAMILY AND ITS RELATIONSHIPS

9. From your knowledge of history and from firsthand information write a 500-word essay contrasting the means of communication and transportation available fifty years ago with that of today, pointing out the effect of these changes upon the social life of the family.
10. Write a theme about the period around 1870, tracing the movements and inventions of that period which particularly affected the interests of the family.
11. Within the past 300 years families in this country have been faced with three frontiers, each of which has presented very different problems. What are these problems? What frontier problems related to the family are still left to be solved? How can the members of the modern family be equipped to solve these problems?

III

PRESENT SETTING
of
FAMILY LIFE

UNIT 5

A House for the Family to Live In

*A comfortable house is a great source of happiness.
It ranks immediately after health and
a good conscience.*

SIDNEY SMITH

PROBLEM 1. HOW DO AMERICAN FAMILIES LIVE?

Housing conditions. It is difficult for those of us who enjoy a fair standard of health and comfort to visualize the entire cross section of the living standards of families in the United States. This would take us from the tenants in the slums of the great cities to the sharecroppers of certain sections of the South; from the land-poor owners of the dust bowl of the Middle West to the temporary shacks of the lumberjacks in the Northwest. We would see not only inadequate housing conditions of different geographic sections, but there would also be qualitative differences in housing: from the poorest shelter that provides only one or two rooms for a family, with neither running water nor waste disposal, up to entirely adequate housing that provides an average of one room or more than one room per person and all modern improvements.

Minimum standard of housing. The minimum standard of health and decency in housing sets forth the essentials which every family should have and which should guide relief agencies in aiding nonsupporting families. As long ago as 1912 the organized social workers of America formulated a

statement of this standard at the National Conference of Charities and Correction as follows:

"The right to a home: Social welfare demands for every family a safe and sanitary home; healthful surroundings; ample and pure running water inside the house; modern and sanitary toilet conveniences for its exclusive use, located inside the building; adequate sunlight and ventilation; reasonable fire protection; privacy; rooms of sufficient size and number to house decently the members of the family; freedom from dampness; prompt, adequate collection of all waste materials. These fundamental requirements for normal living should be obtainable by every family, reasonably accessible from place of employment, at a rental not exceeding 20 per cent of the family income." You will note that this statement includes neither telephone nor central lighting—services which are generally listed among the quasi-necessities of modern life—nor central heat nor even a bathtub.

These minimum essentials of housing provide only for "safeguarding life, health, morals, and economic solvency," as the housing leader, Dr. Edith E. Wood, stated in 1931, when in her opinion "less than half the homes of our country would measure up to them." This is a very dark and ugly picture, but for the small urban town and rural country it is not so black as it appears. We must not forget that there is open country, good air, sun by day and stars by night, friendly neighbors, and help from organizations other than government agencies for those who are worthy. In the years since, there has been growing in the minds of all Americans the conviction that we must work together to raise the housing standards of "one-third of the nation" and to provide a living wage for all, including the minimum essentials of good housing. Hence we have developed national, state, and city agencies for improving our housing, and our young people everywhere are studying their own housing and that of their communities. European countries, because of the longer time in which public attention has been directed to housing, have clearly defined their minimum essentials. Our housing surveys, urban and rural, are giving us

facts, and our government housing agencies are providing leadership for adequate standards.

Where Americans live. From *Building America* we have information concerning the distribution of families in urban and rural areas:

Twelve per cent of the American people live in five metropolitan cities, each with a population of 1,000,000 or more.

Twenty-three per cent of the American people live in 186 large cities, each with a population of 50,000 to 1,000,000.

Twenty-one per cent of the American people live in 2,974 small cities, each with a population of 2,500 to 50,000.

Forty-four per cent of the American people live in 13,443 small villages and on six million farms.¹

Housing requirements of farm families. Only a small proportion of rural families live in houses that have most of the features desirable for family life. All farmhouses should provide the essentials of shelter and space for cooking, eating, sleeping, child care, leisure activities, storage, household tasks, and certain kinds of work peculiar to farm life. Farmhouses are often used by the same family for a lifetime and must be adjustable to a growing family or to a small one, to a temporarily lowered income that may require part of the house being cut off from use in the winter, and must provide storage space for home-produced foods. The farmhouse shelters more household activities than does a city house; it is also an office for the farm business; and it must accommodate more social and leisure activities, since there are fewer outside facilities for amusement than in the city. Even the relation of the house to the site is different. Since the side and rear entrances

¹ *Building America*, "Housing" (New York Society for Curriculum Study, Inc., April 11, 1936), pp. 2 and 11

of a farmhouse are used more than the front, a sheltered entrance is important. House placement also has a relationship to other farm buildings, the farm driveway, and the public highway. A minimum of six rooms is desirable. Where there must be a smaller unit of four rooms, farm women have expressed a preference for a combined kitchen and dining room, a living room that can be used as a bedroom, and two bedrooms.

Where piped water cannot yet be introduced, rural home-makers desire facilities, such as a kitchen sink, a bathtub, a lavatory, and a laundry tray with drains to carry away waste water. Piped cold water may be a practical improvement before piped hot water, since water can easily be heated on the kitchen stove. Farm women have evaluated possible sanitary facilities in this order of importance: (1) a kitchen sink with drain, (2) piped cold water, or a pump, at this sink, (3) bathtub with drain, (4) cold water piped to bath, (5) flush toilet, (6) lavatory with drain, (7) cold water piped to lavatory, (8) shower, (9) hot water piped to bathtub, (10) hot water to kitchen sink, (11) hot water to lavatory, (12) laundry tray with (a) drain, (b) piped cold water, (c) piped hot water.

A 1934 survey of 595,000 farmhouses in 46 states, covering 8 per cent of all farmhouses in the country, showed that these and other modern improvements are present to a considerable degree, but with wide variations in different sections. Electricity, reported as used in 13 per cent of farmhouses in 1930, was being used in 17.8 per cent of these farmhouses in 1934, varying from 73 per cent to 1.7 per cent in different sections surveyed. This utility in 1940 is estimated to be found in nearly one-fourth of the farm homes and is rapidly spreading as a feature of rural housing by the extension of present private company lines and by the organization of rural cooperative electric associations aided by government loans.

Modern plans for some forty low-cost farmhouses, selected from designs prepared in different state colleges and universities, have been published by the Government with detailed working drawings, available for a small charge, including one-story "growing" houses, houses of 1½ or 2 stories, and very



Until the advent of the machine age, man built from the native materials at hand. Many pioneering families on the prairies lived in houses made from the sod under their feet. This one has a luxury—glass windowpanes (Frank A Waugh photo)

small houses. These plans are well worth study by those interested in village and suburban housing.

The rise of cities. Time and events are like great tidal waves that engulf us. The machine age swept workers into its relentless service in highly concentrated centers. The life of the workers did not matter—only the output of the products. Workers had to live within walking distance of the factories, and so they were forced to pack and stack themselves into such shelter as was available or could be cheaply constructed. Hence the slums came into existence, with all their attendant hardships. There was a lack of decent housing, necessary for good home life. The environment made for sickness and delinquency.

The relation of the Industrial Revolution to the housing situation is a complicated one. The machine age provided many comforts and labor-saving devices, but it forced this rapid expansion of cities and robbed many persons in every generation of their birthright of sunlight and breathing space, as well as privacy. Before that time builders and workers were familiar with the raw materials of one trade or another and proficient in every step of their productive work. Nearly every man was a craftsman. He had a guiding ideal, took pride in his workmanship, and built to the accompaniment of the creative spirit. But when modern industry came into being, craftsmanship

was shaken to its foundation, for the division of labor made the factory worker a mere operator of a machine. Prevented from thinking of the product of his industry as a whole, while he makes one little part of it, the worker has thus lost the creative element in his work. The building industry has suffered this spiritual loss in its motivation, although house construction is still carried on by individual trade workers, such as the carpenter and the mason.

"Babies die, kids go wrong." A recent government bulletin gives vivid pictures of the unfavorable living conditions of some Americans: "The death rate in Cleveland slums is twice that of the better residential districts, but the tuberculosis death rate is nearly seven times greater. In Baltimore, the infant mortality rate in slum areas is three times that of the better residential districts. In the tenement districts of New York three out of four babies have rickets, a disease almost unknown in the better districts of our cities.

"Slums also make it difficult for children to avoid the temptation of stealing. Because there is no room in their homes, or because the homes are unattractive, slum children form gangs that play in unhealthful alleys and practice petty thievery. In such a Chicago area one out of every four boys between the ages of ten and seventeen passed through the Juvenile Court in one year. Nearly one-half of the Philadelphia boys with criminal records come from one large slum district. One-fourth of Seattle's juvenile delinquents live in a slum area. We have learned from such reports that the habits of burglars, kidnapers, and criminals of all kinds are to a large extent formed in a childhood spent in the slums.

"To those who live in the slums, the effect of bad housing is often broken lives. To those who do not live in the slums, their toll is increased taxes to pay for medical care of diseases bred by the slums; to pay for arrest and detention of criminals who have learned their tricks in the slums; to maintain fire departments to prevent the spread of fires that break out in slum shacks and tenements."¹

¹ Homes for Workers (Washington, D. C. Federal Administration of Public Works, Housing Division Bulletin 3, 1937), pp. 14-16

Causes of poor housing. The causes of poor housing in this country are many and complicated. The most important cause is an economic one.

"A majority of the people cannot afford to live in good homes. The incomes of most families are too low. The rents and prices of homes are too high.

"Unemployment and smaller incomes have meant poorer housing for employed and unemployed people alike. Another important cause of poor housing in America is the high prices which must be charged. The following elements go to make up these prices: land cost, charges of building management, labor, materials, interest, taxes, and such improvements as streets, sidewalks, and sewers.

"Private individuals or companies have provided comfortable modern homes for the most prosperous third of our population, that is, for nearly 10,000,000 families with incomes of \$2,000 and over. A major problem still remains—how can we provide good homes for the poorest third of our people, or some 10,000,000 families whose incomes are below \$1,200."¹

Cost of bad housing. Bad housing is also bad economy, for a slum area usually costs the city more than it receives in taxes. "Chicago in one year paid out \$3,200,000 to provide services for a blighted residential area. This amount included the cost of schools, police and fire protection, public health, courts, prisons, street-cleaning, paving, lighting, garbage collection, and all the other services that a city provides. Three years after the taxes were due to pay for these services, \$586,000 had been collected. Cost of the area to the taxpayers of Chicago was five times the income. In a slum area in Boston, the cost of operation for 1934 was ten times the tax income.

"These are the effects of bad housing. No one escapes them. Those who live in the slums know from personal experience what the cost is. Those who live in fine mansions upon the hill are beginning to realize that they are not free from the harmful effect of the slums.

¹ *Building America, "Housing"* (New York Society for Curriculum Study, Inc., April 11, 1936), p. 13

"Improvement of housing alone cannot wipe out all bad conditions. What it can do is this: It can provide homes in which well-fed children cannot contract rickets or tuberculosis, and its construction can provide jobs for millions."¹

A problem to be solved. Just what do we want in better housing, and how is America to get it? As Americans we are quick to seize upon the benefits of science and invention and we must do so now in the improvement of homes for the lower income families. By health laws we can stop the occupancy of the worst slum housing. These slum sites, if available at a low enough cost, can be used for government-planned multiple-family housing designed with one-half or two-thirds of the ground space left vacant; but the cheaper and more direct solution may lie in placing government housing away from the congested centers of cities and leaving high-value slum sites to other uses.

With both government and private building, there is hope that in the not-too-distant future homes can be available at prices within the varying levels of income. This may mean decentralization of industry and fewer houses per acre.

It is partly a matter of limiting the number of families to the acre, partly a matter of better town and city planning and better street plans. England has set a standard of not over eight houses to the acre in suburbs and twelve to the acre in built-over sections, that is, in an area of 200 by 200, or 100 by 400 feet in extent. Sir Raymond Unwin, an English authority, has said that with twenty houses per acre "there is little choice but to lay out standardized parallel roads with wide expensive paving required by through streets. At twelve houses per acre it is possible to provide 'living streets' safe from the noise and danger of traffic, but also to vary them to suit the topography."²

Frank Lloyd Wright, the American architect, believes that with all the idle land in this country, each house outside the

¹ *Homes for Workers* (Washington, D. C.: Federal Administration of Public Works, Housing Division Bulletin 3, 1937), p. 16

² C. Bauer, *Modern Housing* (Boston: Houghton Mifflin Company, 1934), p. 176.

city limits should have an acre. Many would consider this plan too idealistic to be practical or even possible. But if we, as a nation, are to have better conditions for living, there must be an intelligent demand for different kinds of homes, and this home on the land has its definite advantages.

The better-housing movement is expressing itself in two types of dwelling: the multiple-family-dwelling, or the apartment house, now being planned with much open space about it; and the one-family detached house set on a lot at least fifty feet wide. We must limit the number of families to the acre and set high standards of open spaces around all our homes, with open park and farming areas around our communities, and with these communities, where possible, kept small—as in the planned “green-belt communities” of the Farm Security Administration and the garden towns of England. Radburn, New Jersey, “the town for the motor age,” was planned to have houses located on small dead-end streets, thus reducing the number of through streets, increasing the proportion of open space for community playgrounds and pools, and encouraging community organization.

The revival in house construction has, up to the present, necessarily used traditional building methods. Each house is built where it is to stand out of the usual raw materials—wood, brick, stone, and cement. Work is done by the carpenter, the bricklayer, the mason, and the roofer, working much as they did 200 years ago. New methods of construction are, however, being adopted in house building. Other industries have been organized by machine methods and by quantity production in factories. Will the house be standardized and made by mass methods, for delivery to the customer, as the automobile is? This is one of the most challenging questions of today.

Questions and Class Activities

1. What is the minimum standard of health, decency, and comfortable living?
2. Are there houses in your community which fall below this standard? How does the situation affect the quality of living?

3. If a person with a limited income had an opportunity to live either in the country or in the city, where would he likely have the better type of housing? Besides housing, what special compensations might each environment provide?
4. How did the rise of cities affect housing and the quality of family living?
5. What are some of the serious social problems which result from poor housing?
6. What are some of the causes of poor housing?
7. What does poor housing cost a city?
8. Why is it difficult for an individual family in the city to solve its own housing problem?
9. How many houses are there to the city block or to the acre in your neighborhood? How does this compare with the standard recommended by Sir Raymond Unwin? If his standard were adopted, how might this affect family living?
10. What are some of the features that you would be willing to give up in order to have "elbow room" for your house?

PROBLEM 2. WHAT ARE SOME NEW DEVELOPMENTS IN FAMILY HOUSING?

New developments. All types of building seem to be in a transitional period. Scientists have given us new materials, and inventors are finding new ways to use both new and old materials for our comfort and convenience. Modern industry has given us new types of factories and office buildings and new methods of mass production of varied products by power machinery. Doubtless it can discover how to produce good housing in quantity by further adaptation of machine processes. We have been trying for many years to find more economical ways of building. Experimental types of the "New House" have evolved based upon new materials and new methods of house construction. House materials such as stone, wood, brick, and concrete will no doubt continue to be used extensively. However, newer materials, such as steel, plywood, glass blocks, alloyed metals, and synthetic plastics,

are being experimented with by architects and builders seeking to adapt materials and forms to more satisfactory house production.

Standardized units. Because of the nature of the new construction materials, these houses are in many cases manufactured in standardized units. Many of them can be ordered by the units which are then delivered and set up on the location chosen. Sometimes foremen are sent out by the companies to erect the structure. Building a house requires good craftsmen if the finished house is to be attractive. For many years homes have been designed for future expansion, and these precast or prefabricated houses can be designed so that additional units may be added to meet the family's needs. Such houses of wood have been on the market for years. The newer types use a wider range of precast building materials. With the exception of walls and partitions the cost of accessories is the same as in a "custom-built" house. Even though standardized units are used in construction, there is an opportunity for expressing individuality, as pointed out by Bemis: "The house continues to be the oasis of individualism, and it is to be hoped that we may never see the day when every man's dearest wish is to pick out from a catalogue a home that looks exactly like his neighbor's. In order that individuality of demand may continue, and be fostered among the lower income groups, the principles of mass production must be applied not to the completed house but to standardized units for it, to the elements of structure that may be assembled to form any house."¹ It is claimed that many of these experimental houses can be assembled in an astonishingly short time —ranging from a few days to a few weeks, depending upon the materials used—but we should remember that structural principles are the same regardless of the choice of building materials. This assembling can include insulation, and involves the placement of permanent equipment, and the connections of heating, lighting, and water systems, as well as finishing and decorating. These houses vary in cost, depend-

¹ From *The Evolving House*, Vol. 3, "Rational Design," by Albert Farwell Bemis. Published by the Technology Press, Cambridge, Mass.

ing upon the size and material used, from the very small low-cost house to the large, expensive one. New materials need the test of time, and years of service are required to prove the claims made for some of the newer building materials.

New type of architecture. In the early stage of their development many of the new houses appear odd. Some, for example, are criticized as being "boxlike." Frank Lloyd Wright, the famous architect and exponent of the new type house, has said: "Human houses should not be like boxes blazing in the sun. A house is not going anywhere, if it can help it. We hope it is going to stay right where it is for a long, long time."¹

"World progress has been greatest wherever and whenever men put their imaginations to work. To point out specific characteristics of the modern house is hazardous when so many architects are each pondering and producing. There is bound to be infinite variety. Each . . . is wholeheartedly putting his creative genius to work, free from fetters of bygone years.

"There have appeared, however, certain forms. . . . The most striking is that of simplicity. Simple, severe lines and shapes, with meaningless decoration and gadgets eliminated, predominate. These express most vividly that machines were used to fashion each part. To produce architecture which possesses charm and life, using the simplest forms, is exceedingly difficult. The designers must have real ability to proportion beautifully and harmoniously, and to scale properly. This ability will be taxed to the utmost because no longer can he revert to existing examples for guidance but rather must try and test in new fields.

"The invention and development of new materials, metals, artificial stones, fabrics, and lumber substitutes, open to the architect the pleasing challenge to adapt these to his structures. He, again, has no precedent and must call upon his creative instincts.

"The latest of household devices, striving towards the elimination of drudgery and better promotion of healthful con-

¹ Frank Lloyd Wright, *Modern Architecture* (Princeton, N. J.: Princeton University Press, 1931), pp. 65-66

ditions, must likewise be incorporated into this new order. No designer can ignore this factor today without suffering the consequences. Because some general characteristics have appeared, do not hastily form opinions that these are basic. Tomorrow might show something different and more expressive. Therein lies the scope of the modern.”¹

In individually designed homes the present trend in home building is toward attractive simplicity, making the whole house livable, and just so far as possible serving the needs of the family. Terraces are extended, roofs become sun porches, indoors meets outdoors. Modern architecture is sometimes said to be an innovation. But it has been on the way for a hundred years or more. It is a product of industrialism. It is the result of a definite need for a good lower-priced house. Building reflects changes in our mode of living. As we are slow to change our thoughts and habits, so are we slow or hesitant to change our type of buildings, and particularly our dwellings.

Experiment in low-cost houses. One of the most encouraging demonstrations of low-cost housing is the “self-built house” of the Arkansas farmer who attends a school on housebuilding and who builds his own home largely of local building materials. The average value of some 200 such houses was \$1,500, with half of the material secured from the farmer’s own farm and on the average two-thirds of the labor furnished by the farmer himself. “There are similar examples elsewhere of this reliance on one’s own labor and resources, the original American method of housebuilding. Stockholm, Sweden, is using this method on cheap lands purchased by the city years ago, supervising the self-labor and supplementing it by building-trades workmen as needed.”²

The Small Homes Demonstration of the National Lumberman’s Association includes houses that may be built at \$1,500 to \$2,500 and up. “There have been many experiments in

¹ M J Markuson, “The Modern Movement” From an unpublished manuscript with permission of the author

² Oxholm, *Small House Scheme of City of Stockholm* (Washington, D C U S. Department of Commerce Bulletin)

low-cost housing, chiefly by various agencies of the Government. In every section of the country the Farm Security Administration has built houses for families who have been removed from unproductive farms. These houses have been constructed to meet climatic conditions, living habits, and economic needs. . . . The minimum essentials for health and comfort are provided. All unnecessary, decorative features are omitted. Rooms are arranged for compactness and convenience.”¹

Adequate housing for home living. Many people in this country are concerned about the housing situation—architects, engineers, men in industry, social workers, government officials, and many others. Various conferences have been called to consider the problem. In 1931, President Hoover organized the President’s Conference on Home Building and Home Ownership, which enlisted hundreds of experts on its various committees and publications. President Roosevelt secured legislation setting up various federal housing programs. A private organization, the National Public Housing Conference, has held many meetings and has helped to educate the country as to its housing needs.

New government-aided housing. Nearly all the states have created local “City Housing Authorities” which have power to buy land, to erect and operate housing for its lowest income families, and to accept loans and grants of federal money from the United States Housing Authority. Over 200 cities have already taken steps to develop this public housing which America has based upon the experience of England and other European countries. Enough slum dwellings must be demolished at least to equal the new housing for which the Government gives aid. The aim is to get rid of slums and at the same time provide good housing, either on the slum sites or elsewhere, at costs so small that low income workers can be accommodated. Large developments of hundreds of dwellings in a carefully planned neighborhood unit are being developed in many different cities. Results are already apparent in the

¹ Small Houses (Washington, D. C.: U. S. Department of Agriculture, Farm Security Administration Bulletin)

stimulus given to improve conditions in surrounding sections.

New city planning. The modern city is being planned as a whole. The local city planning commission, set up as part of a city's government, is empowered to study the city as it is and to make a master plan for the city it is to become. This plan will control new street developments, provide for parks and playgrounds and other features—inside the city and out—such as waterway development. The city planning commission must set standards in advance for street systems and parks in new real estate developments, planned as additions to the city, even when they are located several miles outside the city's limits. In city planning, as in disease control, prevention by thinking in advance is cheaper than cure. The zoning of the city into areas for residences, for factories, and for stores has now been carried out in hundreds of cities. Similar planning is now under way for rural districts. States also have created planning authorities to study the use of land, water power, development of roads, and public services such as health and education. A fascinating problem for a high school class is to study the planning and growth of its own community.

On the still wider stage, national planning for conserving national resources, for developing lands and water power, and for creating national parks has been under way for many years (See the reports of the National Resources Committee for national planning and of your state planning board or committee.)

Questions and Class Activities

1. From magazines and newspapers collect pictures of new houses with floor plans for each of them.
2. List the types of building materials used.
3. Contrast the floor plans and wall spaces with the traditional family house. What makes the differences possible?
4. If there is a new type house in your vicinity, study the special architectural features which are apparent as you view the house. If you go inside, make a list of all the different features.

5. Obtain catalogues from building firms which specialize in the new prefabricated materials. Make a study of certain features which particularly interest you, and report to the class.
6. From the Arkansas State Experiment Station, the United States Farm Security Administration, the National Lumberman's Association, and many other sources you can get interesting bulletins in regard to experiments in low-cost housing. Choose a committee from your class to secure this material. Not more than one person should write to each organization.
7. If there are any housing demonstration centers within reach, visit these, and gain all the information possible as to floor arrangements, service features, number and arrangement of rooms, closets, heating arrangements, limitations as to size of family to be accommodated, cost of building, cost of rent or ownership.
8. From your study of the new type house, what seem to be the advantages and disadvantages for family living?
9. Secure information from books and magazines in regard to types of houses suited to different types of landscape, then study the landscape of your own neighborhood to find if there is a special type of architecture suited to it.
10. Study magazines and catalogues to find houses and house plans suitable to your locality. Select three plans for a family of two or more on a moderate income. Gain all the information you can in regard to each of the houses as to proposed building materials, type of construction, heating, lighting, insulation, plumbing. What features do you like especially in your chosen plans?
11. Choose a committee to arrange an exhibit of the plans.
12. A new vocation of housing management has arisen which includes the supervision of the social life of people living in government buildings for low-income families. Suggest three or more activities which such a social director might develop to improve neighborhood attitudes in a housing project of several hundred families.

PROBLEM 3. WHAT KIND OF HOUSE WILL PROVIDE MOST SATISFACTION?

Choice of a house. It may be a difficult problem for a family to secure a suitable house in which to live. At any price,

there are too few houses fully adequate for health and for the personal needs of all family members. It is discouraging for a family with a moderate income to find that the cost of housing takes too large a proportion of the income. When a family is looking for a house, the "To Rent" and "For Sale" signs will not do any good unless the houses are within their financial reach. If there are several children, the family must pay much less for rent on a given income than could be afforded by a childless couple, even though children have need for space and sunshine. Dr. Hoyt points out that "speaking solely from the health and efficiency standpoint, the American people are far better clothed than they are housed. Clothing, to serve purposes of health and efficiency only, can be very inexpensive; but, too often, clothing is sought for the purpose of other satisfactions, especially those of convention and emulation. Clothing shows. It tells the world. Good housing according to health standards, however, is relatively expensive compared with clothing, and it requires, furthermore, a longer time to develop a taste for it. Because of this fact, when incomes are increasing rather rapidly, the increases are more likely to go for clothing than for housing. Immigrants adopting the American scale of living do so by way of clothing first."¹

There are few families able to have an ideal home, because of financial limitations and because the needs of the same family change considerably from time to time. For these reasons, the choice of location and the house itself merit careful thought. The cost of heat, light, cleaning, furnishings, and care all bear a direct relationship to the size of the house. A well-built house with good floors, convenient arrangement of rooms, and modern insulation and heating equipment costs less to operate in energy and in money.

Varying needs. The needs of the family vary from time to time. Newlyweds may require only a small apartment, especially if the man and his wife are employed. Later, when children are added to the family group, more space is needed. It will be desirable, if possible, to move where children can

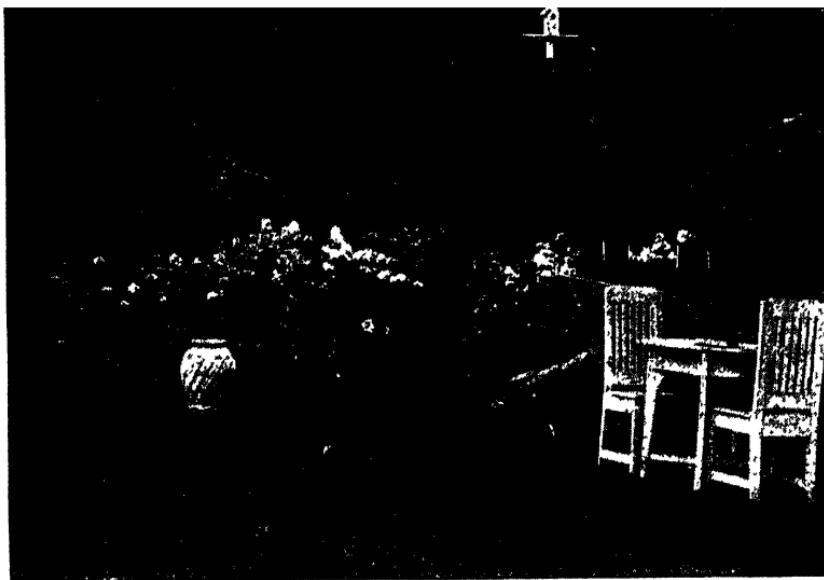
¹ E E Hoyt, *Consumption in Our Society* (New York McGraw-Hill Book Company, 1938), p 262



Along this path to - - - - -

have yard space, suitable playmates, and good schools. In addition to the living quarters and a bedroom for the parents, it would be desirable to have a bedroom for each of the children if this is possible. In the family with sons and daughters, at least three bedrooms are needed, one for boys, one for girls, and one for parents.

The needs and preferences of families as to living rooms vary considerably. A second room that may be used for living is coming to be recognized as necessary; then one room may be used for quiet activities and the other for interests such as radio and music. Where there are children, a recreation room is of great value. Even a basement room, where the children can have jolly and strenuous times without upsetting the rest of the family, is a good playroom. Modern houses should therefore include many types of rooms adapted to the special needs of children and of adults in families of various sizes, ages, and interests. Folsom states that "the adaptation of houses to the needs of human inhabitants has never been studied as carefully as the adaptation of factory buildings to the needs of particular industries, or of barns and stables to



--- reserved seats for two. A garden small or large may be a place of quiet serenity or gaiety. A garden may be a delightful extension of the living quarters of the house with the sky for a ceiling. (Frank A. Waugh photos)

the needs of various animals.”¹ Some families need a library or study or music room that can be shut off from the rest of the house; others need a special room for grandfather or grandmother; while a downstairs bedroom with lavatory, a shop, a summer kitchen, porches, and outdoor rooms, all meet special needs.

Then as the children grow up and go away to school, the house may seem too large except when all are at home for vacation. Later as the children take work which will no longer permit them to live at home, or when they marry and settle in homes of their own, the house will seem too big. Then the parents may prefer to move to a smaller house or to an apartment where many services are provided and life can be easier. Houses that grow “larger and smaller” have been planned. These can be built first as a small unit of three or four rooms, sufficient for a beginning family, and two to four additional

¹ J K Folsom, *The Family* (New York John Wiley & Sons, 1934), p. 282.
Reprinted by permission of the author.

PRESENTING - - - - -

A three-room house in the country,

(Reproduced by special permission from the *Ladies' Home Journal*.



Unlike many growing houses, this one has large enough basic units—a kitchen 11 feet 6 inches by 9 feet 6 inches, and a living room 22 feet 9 inches by 15 feet 6 inches—to take care of additional inhabitants. And its delight is the simplicity with which the additions can be made. In its first stage, the house costs between \$2,970 and \$4,400, depending upon where and how well it is built.



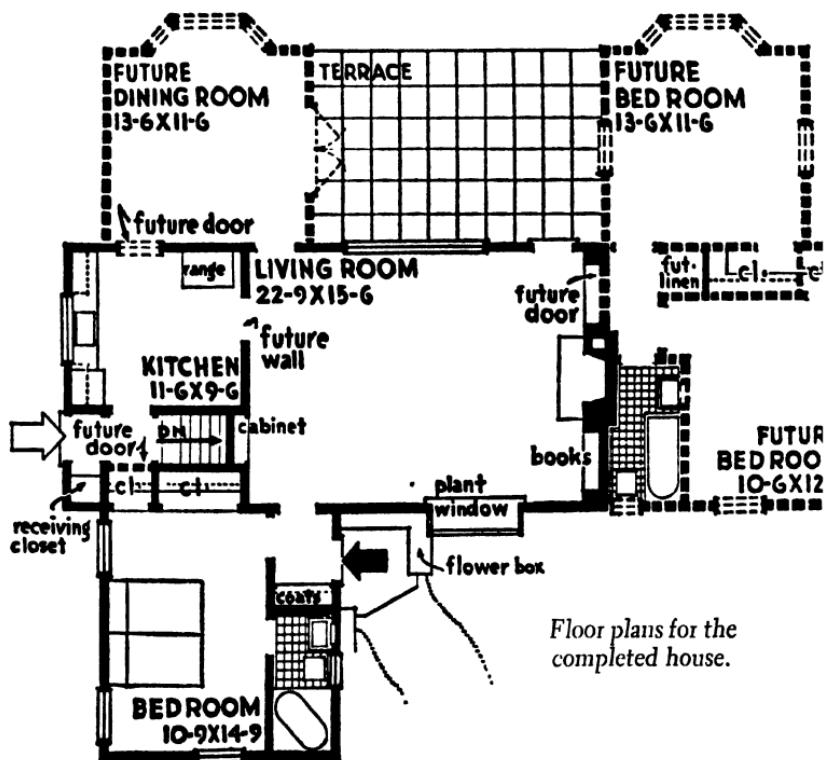
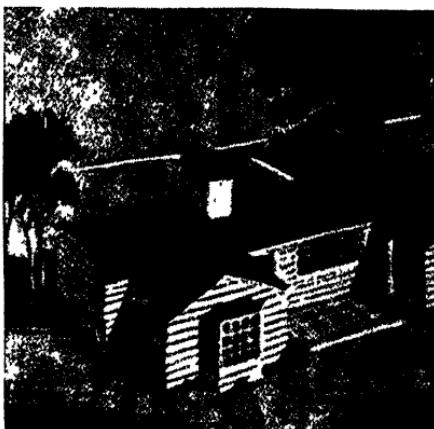
Fourth year On the strength of extra income and extra family, two new rooms are added. By punching out one set of bookshelves, the two-bedroom and bath wing is added at a cost of \$1,200 to \$1,500.

- - - - THE DOWRY HOUSE

designed by Richard M. Bennett

Copyright 1937 by the Curtis Publishing Company)

Seventh year To add the dining room, it is only necessary to change a kitchen window into a door This wing, costing \$500 or \$600, completes the pattern



rooms can be built as they are needed. If properly designed, the large house can, with a few alterations, later be turned into a two-apartment house. (See the illustrations for the Dowry House on pages 104 and 105.)

On many Oregon farms there is a small house where the couple started housekeeping and a large house where they lived their subsequent years with their children, only to retire late in life again to the small house as the son's or daughter's family took over the farm's operation.

Ownership or rent. The purpose of a home is to provide for the family as many satisfactions as possible. Some families can secure a larger measure of satisfaction by renting a home, others by owning a home. One family may find that owning a home is a help; another may find that it is a handicap. Let us look at some of the considerations in owning and renting.

Considerations in home renting. There are several advantages in renting rather than buying a home: First, a renter is free to move in case he gets a job somewhere else. Second, even though rent must be paid regularly by the week or the month, the money paid for rent can be adjusted to changes in the family's income. With an increase in income, the family is free to move to a better and more desirable location. In case there is a decrease in the income, they can move to a less expensive location. Third, if the price of rent changes, the family may be free to go or to stay, whichever seems to them to be advantageous.

But there are also some disadvantages: In some situations it is difficult for a renter to secure from a landlord needed repairs and improvements, and a renter does not acquire an investment through the money paid for housing. "One cannot borrow on a bundle of rent receipts."

To own or to rent? Which? It all depends upon many factors, and each individual family must make its own choice after careful thought. The decision to own or rent might well be based upon what the family is able to pay and upon the satisfactions to be secured by either choice. Home ownership may be good, but the quality of family life possible within the home is of fundamental importance.

Considerations in home ownership. Buying a house encourages thrift and savings, as most houses are bought by regular payments made on the installment plan. A house that is owned, kept in repair, and insured against fire may be considered a good investment, provided it is located on a site which is appreciating in value in a good neighborhood. Usually a neighborhood in which the homes are owned is well kept up. In the vicinity of a growing city, there are shifting values in land, down as well as up! In neighborhoods where this is taking place, it may make home ownership too expensive and too uncertain as an investment.

The ability to own one's home gives much satisfaction to many families, as they are independent of the whims and control of a landlord. There will be no restrictions upon children and probably none upon pets, and the facilities for bringing up a family are probably better than can be secured otherwise. Usually more space is available. Care and improvement of the house and grounds can be a means of the family's sharing delightful activities.



A tree, a carpet of grass, a water lily in a pool are nature's contribution to the beauty of a garden. They cost little, but like children, require their share of loving care. (Better Homes and Gardens Magazine photo)

Home ownership promotes thrift and may prove to be a wise financial provision for old age. In case the family decides upon ownership, it should decide upon the kind of a house which it can afford to buy. The house should be so built and arranged that it is economical to operate, easy to care for, and not hard to keep in repair. Some people are more capable of taking care of property than others and have more leisure time for necessary jobs, thus eliminating the expense of hiring outside help for every item of repair or upkeep. This should be taken into consideration when buying, as well as the fact that the care, upkeep, and original investment of a home varies with the section of the country and the size of the community. Expert advice is needed in regard to a sound plan for financing.

Home ownership may prove to be a disadvantage to those who work in industrial plants, unless they happen to live where there are several other plants in which their type of work is available, for ownership might unfortunately tie a family to a certain locality.

Apartment or single house. According to recent statistics, more than three-fourths of the families in the United States live in single houses, even though there has been an increase in the construction of multiple-family dwellings. When families live in single houses, they usually have more privacy, more light, more air, more floor space, and more yard space than do families living in apartments.

In the smaller cities and more closely built suburbs the trend is away from the comfortable backyard and front lawn. Here the space which was once given to lawn or garden is now used for a driveway and garage. In larger cities the trend is toward more apartment houses with fewer rooms per family. Families living in these multiple dwellings possess neither house nor land. They may be obliged to accommodate themselves to a very limited space. If children are allowed in the dwelling, their play will disturb the neighbors or obstruct traffic on the streets. In our mechanical age, houses have grown smaller as old-time household occupations have been removed from the home, so that many city dwellers live in such restricted space

that there is little, if any, opportunity for privacy. Moreover, those living in modern apartments usually pay in their rent for the cost of special services, such as heat, hot water, care of waste, walks, and grounds.

The furnished apartment. To meet the need of the no-child or one-child family, the small furnished apartment—sometimes called the hotel-apartment—has developed. This is generally composed of one large room with a cabinet kitchen, or kitchenette, a small dressing closet, and a bathroom. An in-a-door bed is substituted for a bedroom, although furnished apartments with bedrooms are available. With such limited living quarters family activities within the home are consequently restricted, and much time is spent away from home. Besides heat, light, and refrigeration, these apartments include furniture, dishes, silver, and linen. Laundry and maid service, telephone service, and other services such as in a hotel may also be obtained, if desired.

The unfurnished apartment. The unfurnished apartment is the more common type of living accommodation which has attempted to solve the problem of family life in the big city. These apartments are usually larger than the small furnished apartment, and some of them provide facilities for recreation and services of various kinds. One example of this type of dwelling is the Mott Avenue House in the Bronx, a Garden Apartment sponsored by John D. Rockefeller, Jr. to accommodate 175 families. "On the first floor of these apartments there are the following facilities a gymnasium, a nursery, physician's headquarters, and five stores. The building contains a large central court with landscape gardening, walks, and a section for a playground. Here there are swings, slides, and sand-boxes. And these items do not exhaust the attractive features of the building. It is hardly conceivable that families of the same economic class could enjoy such conveniences in private homes. Besides, apartment-house life affords freedom from preoccupation with household tasks.

"The trend toward apartment-house life in American cities has both negative and positive significance for family experience. In the past, these apartments have been built with no

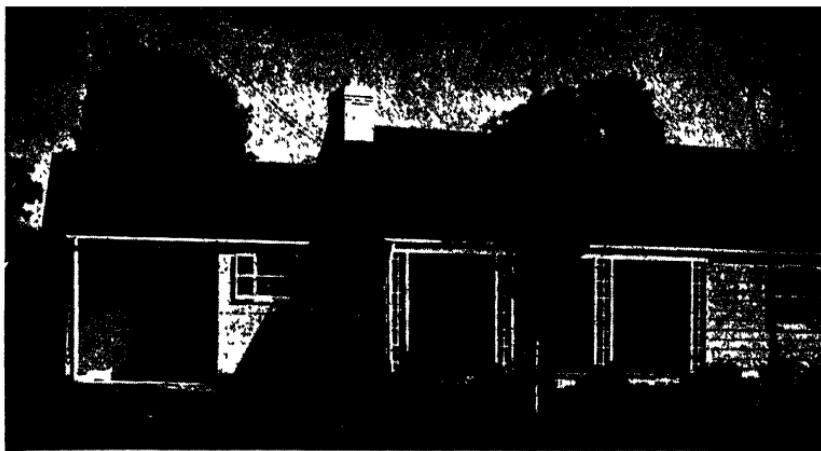
regard for the interests of children. The want of play space, especially outdoor play space, has made them ill-suited to the nature of children. Again, within the confines of the small apartment, the family may suffer some lack of privacy. The psychiatrists tell us that close living together is a potent source of tension and irritation. Also, living en masse in apartment buildings may mean the sacrifice of that sense of 'separateness' which families in private homes enjoy. But there are certain advantages which may go with well-planned apartment homes which separate domiciles cannot possess. Mass use makes possible the provision of unusual facilities."¹

Building the house. A house should be a permanent kind of equipment for wholesome living. Since the majority of those persons who are fortunate enough to build a house have the opportunity to plan and build only once, the plan should be given very serious consideration.

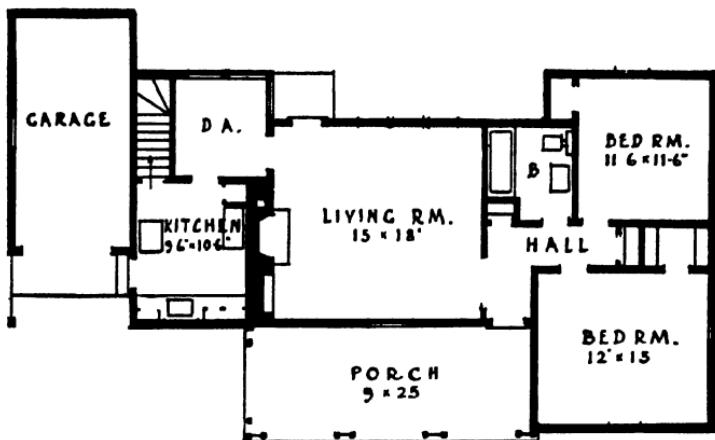
What are the temperaments, talents, inclinations, and activities of the various members of the family? What type of house will serve their purposes best, and at the same time be salable when desired? Will the house serve the family in both work and play? If the family enjoys entertaining and is fond of games and sports, they will require a different layout from the family that is quiet and studiously inclined. Will the house accommodate adults and children of different ages? Will there be play space out of doors? Indoors? Will there be an attic or a basement as an outlet for the children's make-believe world? Will there be a room conveniently located to provide for needs of the old or ill members of the family?

All the members of the family should be encouraged to share in creating the "personality of the house." Only by sharing, planning, and re-planning can a family hope to attain the house and home that will at least approximate their heart's desire. Even if a family is to continue to rent its home and not build, the study of the problems of planning may suggest changing to another location or improved ways of using the present one that will make the house more efficient and

¹ Meyer F. Nimkoff, *The Family* (Boston: Houghton Mifflin Company), pp. 196, 197-198.



A house with a low foundation hugs the earth and offers opportunity for out-of-door living on the side of the house away from the street. Here one may have beauty, privacy, and peace.



"A little house, the least common denominator in housing" All requirements are met in their simplest form, making it economical throughout. Low taxes, low heating costs, plus the fact that it can be made to look like new by ten dollars' worth of paint and a few week ends of brushwork by the owner, make it practically depression proof. (Photo and drawing from Pencil Points. Designed by Randolph Evans)

homelike. There are certain standards that are considered desirable no matter where one lives or in what type of a house he lives.

Site. The formation of the land will probably determine the type of foundation and basement, if any. A sloping site or hillside may lend itself admirably both to convenience and beauty. The site must also be convenient to the work place, the market, the church, the school, and friends. The best use of the site already occupied is a problem that challenges the family that rents, as well as the one that owns.

Materials. The type of house one chooses may be largely determined by family ideals, by local traditions and customs, and by available building materials and money. The materials will probably be the traditional wood, stone, or brick, although an occasional family may experiment with a combination of synthetic materials, such as steel, glass, or concrete. The house should be well built. It should be insulated so that its occupants may be reasonably comfortable in all seasons, warm in winter and cool in summer. It should be reasonably soundproof in this age of the radio. A soundproof house has two advantages. It will allow for more freedom of the members and will also promote peace and harmony within the family. Noise is the source of much irritability and friction in family life; it makes study and mental activity difficult. Soundproofness—a good example of functional planning in architecture—is a feature that may also figure advantageously in the sale of the house. A family living in an old house, or in rented property, should learn of different insulation materials, such as curtains over doorways and floor covering, and study ways of improving the house to reduce noise.

Spacing. When driving through a city or town and admiring the houses we often remark: "What a pity they are so close together!" There is no privacy. In such close proximity the soundproof construction just referred to serves another function: it makes for peaceful relations with neighbors. Newer city planning requires larger lots, fifty feet as a minimum, and more open space.

Floor plans. Of first importance is the arrangement of the floor plan in relation to the shape of the lot, the sun, and the prevailing winds. The exposure of all rooms to direct sun-

light is increased not by a strictly north-south and east-west placement, but by one slightly off the north-south line, such as a north-east by south-west line. It has been the tradition in this country to have the living quarters at the front of the house. Sometimes conditions are more favorable for placing the living quarters elsewhere, possibly at the rear of the house, to take advantage of beautiful views, sunshine, quiet, and privacy.

A feeling of spaciousness may be acquired, even in a small house, if openings are so arranged that one may see into a number of rooms from a central location, glimpsing one room through another, or looking through the house into the out-of-doors, whether it be a terrace, a garden, or a distant view. Such an open arrangement lends itself to entertaining and also, by closing doors, to privacy for the family. Especially in small houses is it necessary to plan for rooms to serve more than one purpose. For instance, the use of service screens or a table hinged to the wall may be an excellent substitute for the breakfast alcove that is often stuffy; the kitchen and dining room may be combined to give a feeling of space and airiness that an alcove does not permit. For special occasions the veranda or terrace may be used, depending upon the climate, season, or weather.

Whether building or renting, we can all study the wisest use of our present floor arrangement. To study location of doors and windows, size of rooms and connecting ways, may suggest slight changes, such as a new door or window that greatly increases livability.

Wall spaces. The placing of windows is important not only for light and ventilation but also for outlook. In the country a beautiful view may be framed by a window casement. In a crowded area a window may need to be placed to avoid the view of a neighbor's rear entrance. If the climate permits, French windows not only serve as doors but extend the living quarters to balconies or the out-of-doors patio, terrace, or garden. On the other hand, in planning doors and windows, one must be mindful of the arrangement of the

larger pieces of furniture and plan wall space for them. The satisfactory use of a room may be marred by badly placed doors and windows.

The fireplace. One of the charms of an old house is its fireplace, the heart of the home that drew all the household members to itself and where the family gathered for work or companionship. It was there that children were taught many important but intangible values of life, as they heard stories of adventure and learned family traditions and customs. It was there that family ties grew into strong bonds of loyalty and affection. It was there that neighbors unconsciously pledged themselves to one another's aid and support. As bodies relaxed in the glow of the fire, minds and spirits were released in memory, in fantasy, and in worship, and the problems of home and life were given leisurely and effective attention.

We need the spirit of the fireplace—and a fireplace, too, when we can have it—in our modern homes. If the indoor fireplace is lacking, its spirit may nevertheless express itself in the talk, games, and companionship of the family circle in the living room. The outdoor fireplace is being installed on many home lots and in public parks, and the open fire on a hike or camp shows us all how fire has been of universal interest and a center of living since man discovered it.

Lighting. Since eyestrain can cause ill-health and discomfort, good lighting is of prime importance. A well-lighted room provides several electric outlets for the convenience and comfort of different family members. Sockets should be arranged so that general illumination in the room will be pleasing and that local lighting will give a feeling of intimacy and coziness. In almost every home there can be better ways of lighting, while to have an old house wired for electricity is a thrilling experience.

Closets. Sufficient closet and storage space for personal use and for household equipment and accessories is highly important in house planning. Every bedroom should have an ample closet. Special service closets are needed for linen and towels, for cleaning equipment, for ironing and laundry equip-

ment, for kitchen storage, and for outdoor wraps at the house entrance. In the owned or rented house, the provision of additional closets and storage is a great aid to comfortable and efficient living.

There should be safe and convenient storage for all kinds of sports equipment, such as fishing tackle, guns, skis, skates, croquet sets, tennis rackets, golf clubs, and archery equipment.

Many houses, their living rooms especially, are cluttered and stuffy. There is too much bric-a-brac, vases, knickknacks, small pictures, and miscellaneous items. They all may be beautiful and even valuable, but it would be more restful and interesting if only a few were in use at the same time. Americans could profit from the example of the extremely simple decorative arrangements used by the Japanese—a single art object displayed at a time, and this replaced shortly by another to give keenness of appreciation.

Special service quarters. There should be service accommodations, especially on the farm, for changing from wet clothes or work clothes to comfortable and attractive clothing for the living quarters of the house. A lavatory with toilet is essential; a shower would be a good addition. A downstairs lavatory, with washbasin and toilet, for family and for guest use is a great convenience in every house.

Sleeping porches. Sleeping porches, a commonplace in both cold and warm climates, contribute to health and comfort. A sleeping porch should be convenient to a bedroom or a dressing room, and should be harmonious in the architectural scheme; it should be part of the floor plan and not look as though it were attached as an afterthought.

Household routines. The house is a laboratory for creative living, good or bad. One of the important units that contribute to the welfare of the family group is the kitchen. Cooking is both a science and an art. There is no finer achievement in family life than well-selected, carefully prepared, and beautifully served meals. Such an achievement may be enhanced through the joy of working in a well-equipped, attractive kitchen. This calls for adequate equipment, so placed that both time and energy are saved—economy in physical

resources is as important as economy in wise selection of foodstuffs. If a family kitchen is large enough, it might be desirable to have a nook for the home manager's records, recipe books, and household accounts, and a place for a comfortable chair. Because the kitchen is mother's headquarters during a definite period of the day, it may draw various members of the family to it, but there should be no passageways through it. The placing of the doors and equipment should be carefully worked out. Irritation and friction can thus be avoided. Where there are small children, a corner of the kitchen large enough for their play is desirable; and the comfortable chair may attract father when he comes in from work. These social uses of the kitchen are to be taken into account as well as the features of a "laboratory kitchen" in designing a completely acceptable room.

Checking house plans. The family that is planning to build a house will wisely make a check list of these important items and after making preliminary plans will submit them to a competent architect or contractor. He will check the feasibility of the various items and estimate the cost. Securing sound advice from an expert eliminates disappointment and saves time and money. While seeking the special features in building that one desires, it is prudent to be sure that the whole plan meets the standards of the community, so that the house will be salable if the family wishes to dispose of it.

Important aids to planning can be obtained from house plans published in the household magazines and from planning bulletins published by state colleges or universities, the Federal Government, the Architects' Small House Service Bureau, Minneapolis, and other agencies.

Improving the present house. Whether they own or rent, every family will find that improving a house is a practical and satisfying project. Thousands of high school students have studied with profit how to make their own rooms more attractive and convenient. One can apply this method to the living room and to the whole house or apartment in which one's family lives. A floor plan drawn to scale gives opportunity for critical study of the factors that can be improved.

In the floor plan are shown the size and relation of rooms and the location of doors, windows, passageways, and closets. A sketch showing the placement of the house on the lot and the location of walks, shrubs, flower beds, etc. is also helpful. Use your imagination to discover the present faults or things lacking in your house plan; and then use your imagination again to think of changes that would improve the house for your family's living.

Where do people put their wraps when they come in? If there is a closet, are there adequate hooks? Is there an electric light in it? If there is no room for a coat closet, could hooks for coats or a hat tree be placed near the door?

The home owner may consider building new permanent closets, cutting a new window, partitioning a very large room into two, installing new electric wiring, or building an additional lavatory or fireplace.

The one who rents can add shelving, wardrobe closets, double electric plugs, window screening, etc. The landlord may be willing to undertake important improvements that will make the house permanently more attractive and rentable.

"A boy whose home offered less privacy than he wanted because he shared his room with a young brother, found his solution in making a double-decker bed with a ladder at the



A discarded granary to be transformed (*Elizabeth R. Mason photo*)



The vision of the granary for another purpose has been happily realized in this bunk room for boys. (Elizabeth R. Mason photo)

foot that his young brother 'just loved to climb.' This stopped the arguments about the right number of covers and kicking while asleep. An old cedar chest with a sliding tray was put in, in order to provide an easily accessible place for the young brother's clothes. This ended the common use of dresser drawers with the younger brother who had often annoyed him by dumping toys into the drawers on top of his [the brother's] clean shirts."¹

When is a house a home? The building of a house may be completed to the last gadget and called finished—until the next invention comes along—but the building of a home is never finished. The building of a home is a continuous process, unfolding with mellowness and graciousness as the years go by, and calling for intelligent thought and loving care. A house cannot be moved without disturbing or leaving

its environment. A home can be lifted from one environment into another without losing its identity.

A house becomes a home with all of the associations which the living of a special family there creates through the years. When in imagination we view the family living that goes on inside and outside and roundabout this magical structure called the house, we see how the house becomes home and how man's dearest possession, the family hearth, is achieved. An old English publication a hundred years ago had a motto: "To our Homes—where we are born, grow up, marry, and go out to start new homes and new families and where, in turn, grow old and die but leave our children and our children's children—in Homes!" And Edgar Guest, newspaper poet, has written a profound truth in this homely phrase: "It takes a heap o' livin' in a house t'make it home."

Questions and Class Activities

1. What are the characteristics of the house which you consider ideal for your family?
2. Select a family that you know well and trace the changing situations which have affected their housing needs. In what kinds of houses or apartments have they lived? How have they adapted themselves to their varying needs and housing conditions?
3. Study the illustrations of the Dowry House on pages 104 and 105 and note its adaptability.
4. From some magazine select a plan for a small house which seems to you to be well suited for a young married couple. What income would they need to rent such a house? What income if they wish to build a house like this? What are the possibilities for expanding this house?
5. Assume that your own family or another family in which you are interested is to build a house. How would you adapt each of the essentials in building as stated in the text to the needs and desires of this particular family? These are only a few of the essentials in building. What would you add to the list? Sketch a floor plan for this family and indicate the particular type of house chosen and its location.

6. In your own neighborhood, what are the advantages of renting? Of home ownership? What is meant by "absentee ownership"? What are its effects?
7. Compare the advantages and disadvantages of living in a separate house with those of living in an apartment for the following families: a young married couple, a family with children, an older family in which the children no longer live at home. List the preferences of your own family.
8. Study the plan for your own home. You may wish to draw the floor plan to scale on cross-section paper. Point out the best features and also the places where improvements are needed.
9. If there is a lawn about your house, or even a small backyard, make a plan for the use of this, so that it will give pleasure to your family friends. If you do not have any yard space, make a plan for the space you would like to have. What space in the neighborhood is already available for your use? Plan an event to use this space for the enjoyment of your family. Let your plans become an exchange of ideas in class.
10. Suggest building adjustments as regards bedrooms, laundry, cellar, attic, and kitchen that would improve family relationships.
11. What equipment do you consider necessary for a good home? Which of these could you do without and still have a good home? How would you manage?
12. It has been said that most American homes have a feminine atmosphere—even in their master bedrooms. In what ways may this be true? How may such a condition be corrected?
13. When is a house a home? Answer this question with a suitable quotation from prose or poetry, or write your own interpretation.
14. Read "Thirty Things to Buy Besides Frontage" on page 456, and determine which of these items might also be called "standards for choosing a house to rent" in selecting one location rather than another.

UNIT 6

The Family and the Neighborhood

Not for ourselves alone, but for all.

VERGIL

PROBLEM 1. WHAT IS YOUR NEIGHBORHOOD LIKE?

Neighbors. If you live on a village street where everybody knows his neighbors and enjoys them, you are fortunately situated. If it happens to be a crowded center, there may be little chance for you to become acquainted with your neighbors, even though they may be living under the same apartment-house roof. In the city apartment house the whole drama of family life is enacted—babies are born, young people fall in love, marry, and found new homes—perhaps without the interest or friendly assistance of neighbors in an emergency. They work and play, love and worship, gain and lose jobs, live and die, but no one in that house, aside from the immediate family, may take note of these events which are so important to them. Still each individual family may be striving for the same goals as they live their lives side by side, day by day.

Variations in neighborhoods. In the setting for modern family life wide variations are possible in the same neighborhood. "Let us assume that a statistically-minded person has provided us with a true sampling of the population, and that we are able to observe one hundred fathers of families, representative of the country at large. Disregarding the limitations of time and space, let us assume, further, that we are able to observe these men as they return to their families at the close of a day."

"What sorts of men do we find in this representative group? Black and white, old and young, fat and lean, out-at-elbows and well-groomed, healthy and ill, cheerful and glum, mentally alert and dull, conservative and radical, Gentile and Jew, Catholic and Protestant, native American and foreign-born—these representative *fathers* of families.

"Where do they come from, as they turn their steps toward home, and how do they seem to feel about the day's activity? From streets and open fields, from office, store, and factory, railroad yards and docks, stage and studio, church and school; muscles aching from heavy labor, hopes depressed by fruitless searching for jobs, nerves frayed with petty details of office routine, sensitivities dulled by long hours of mechanical performance, alert minds active in contemplation of big deals consummated, sympathies stirred by human problems encountered, spirits buoyed by long hours of creative work well directed—the fathers of representative families.

"To what kinds of homes do they go? To mansions set in landscaped gardens; to neatly curtained, modest homes; to bleak factory houses standing row upon row; to lonely one-room cottages; up weary steps to crowded tenements; down dark stairways to dismal basements; up in gilded elevators, past pompous doormen, to modern penthouse apartments—to representative homes of America.

"The journey over, the door open, and family contacts about to be resumed, what receptions await these representative fathers of 'typical' families? A genial word of welcome; a peevish complaint; the cheery greetings of children, the crying of infants; harsh, discordant voices, high-pitched in argument; a quiet smile and a nod—the keynote of personal relationships is sounded.

"Close observation of the reactions of these fathers would reveal characteristic variations, so numerous as to be overwhelming. In one instance the 'head of the house' would undoubtedly remove his coat, collar, tie, and perhaps his shoes; while in another home the father would go at once to his bath. One would don an apron and we should soon see him in the kitchen, helping with the dinner; while another would,

without doubt, play with the children, or put the baby to bed. During the first half-hour after their return home from the day's activities, the possible reactions of these typical fathers are almost limitless; the kinds of books and papers they read, the things they talk about, the interest they manifest in their families, or the political and religious beliefs which they express.

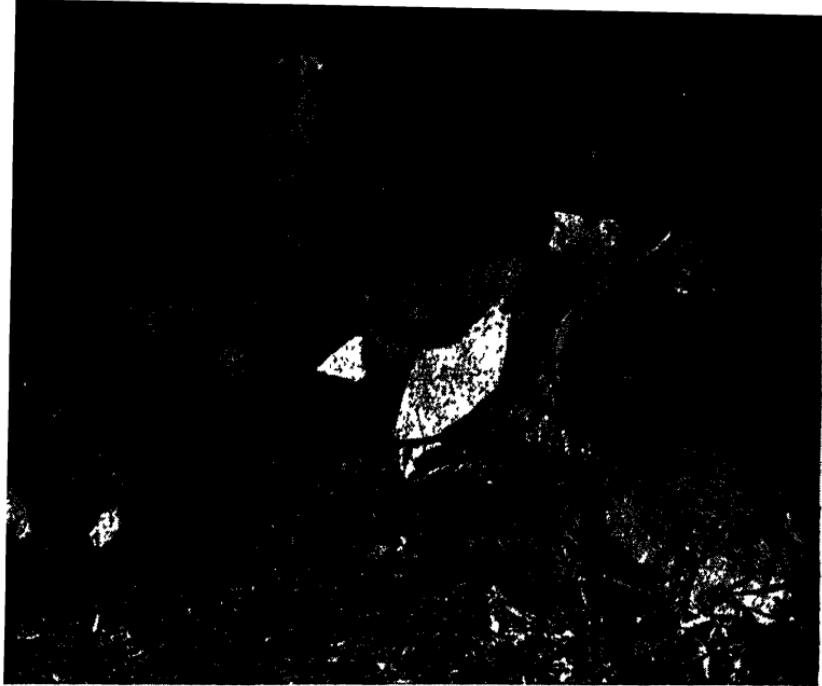
"Among the one hundred fathers, introduced as a sample of the population at large we should find eighty-eight or eighty-nine white men, nine or ten negroes, and one or two representatives of darker skinned groups such as Mexicans, Indians, Chinese or Japanese."¹

These fathers and their families live in many types of neighborhoods—some rural, some urban, some suburban. Some of them have neighbors who still live in fine old houses where their ancestors lived. Some of them live in neighborhoods where the population seems always to shift. There are many kinds of neighborhoods, but the families of any neighborhood are alike in many ways. They earn their livings by various means, they have various religious beliefs, differing political affiliations and cultural interests. However, every family is influenced to some extent by its neighbors, and must learn how to get along with them.

Neighborliness. It is easy to be neighborly and sympathetic with those who have the same social background as ourselves. In most of our communities there are newcomers from other sections of this country, or perchance from other countries. They may have brought with them different family customs, different points of view, and different ways of doing things, and possibly your ways seem strange to them. Did it ever occur to you that these neighbors who seem different may have much that would be interesting and enjoyable for you to know?

There must be many discouraging experiences of loneliness and isolation for some of these newer neighbors as they try to become adjusted to life in a new community.

¹ Bess V Cunningham, *Family Behavior* (Philadelphia W. B. Saunders Company, 1936), pp. 84-86.



A campfire, a jackknife, and a companion. What more does a boy need? (Boy Scouts of America photo)

Often people become our neighbors by accident rather than by choice. When we are born in a neighborhood, we accept without question its habits and customs. Sometimes a family can choose its neighbors, particularly if it moves into a new neighborhood. Then it will, if possible, consider certain advantages and disadvantages in that neighborhood. It may be desirable to live within walking distance of church, school, and business. But if the family takes delight in a garden, trees, sky, and wide-open spaces, it may choose a neighborhood farther away. Do the people who live in your neighborhood love their homes? If so, they keep their houses in good repair and beautify their yards with shrubs, vines, and trees. They like to keep their lawns well cared for and cultivate some flowers. If you live in a neighborhood where people love their homes, others who love home life will choose that kind of a place to live in and will move into

the community. The best way to have a good neighborhood is to be a good neighbor.

Questions and Class Activities

1. In your neighborhood, do most of the families rent or own their homes? What difference does this make in the character of the neighborhood?
2. List the features which you like about your own neighborhood, the features you would like to have changed, and the features that will attract the kind of neighbors your family might enjoy.
3. Suggest ways in which your neighborhood might be improved if more people owned their homes.
4. In what ways can your home help in the care of community property?
5. If you live in a small town or the country, list the neighbors whom you know within a radius of three miles or more. If you live in a city, list all the neighbors whom you know in the block in which you live or in your apartment house. How long have you known these people?
6. What interests do you now share with these neighbors? Do these families seem to have similar standards of living? Give at least one situation in which the neighborhood has been of assistance to some family in need of help and encouragement.
7. If there are different nationalities represented, what native cultural interests do they have to share?
8. Mary Schilling is very unhappy because the girls in her neighborhood avoid her. This is due to her mother's unfriendly and meddlesome relationship with the neighbors. How can you help Mary?
9. What might be some reasons for a family being in poor standing with its neighbors?
10. It has been said that "Necessity increases neighborliness." What does this mean?
11. Contrast your neighborhood with another with which you are familiar as to neighborliness, desirability, and opportunities for improvement.



A neighborhood playground and equipment to suit a variety of moods and tastes of the young members of the families. (National Recreation Association photo)

nicking is one of the most common forms and one which town people usually associate with an outing in the country. But this is only a very small share of the good times which can be enjoyed there. With all of the outdoors for a play-field there are many enjoyable activities: hiking; camping, hunting with guns or camera; flying kites; knowing the habits of animals and birds; learning about trees and stars; collecting moths, butterflies, and wild flowers; owning pets; and planning and making a garden. Then there is swimming, rowing, fishing, building dams, skating, and skiing. Possibly what your community most needs is a leader or some interested person to encourage both young and old to use the resources within the reach of all. Even though young people who live in the country have such fine opportunities for recreation, we must remember that the tiniest backyard or city roof has its possibilities for contacts with nature.

Neighborhood recreation facilities. Because of the advantage to health and physical fitness, the officials of state, county, town, and school are interested in providing opportunities for play and in making play attractive. There has been a steady increase in the number of special buildings and playfields provided by cities for public play and recreation. Frequently these are located in public parks where they are easily accessible. In town planning, dead-end streets help children to avoid accidents. Fireplaces for outdoor cooking in city parks tempt the whole family out of doors. When there are limited recreation facilities, one or two city blocks may be closed to traffic after school hours and in the evening. Here children and older members of the family can roller skate, dance, and play games. These "block parties" promote a neighborly spirit. The provisions in any community depend upon local conditions. These may include athletic fields, tennis courts, winter sports, golf links, playfields, wading pools, bathing beaches, swimming pools with a lifeguard in attendance, camp sites, camping outfits, community Christmas trees, and music centers.

If there is no special building for this purpose, a community center, settlement house, church, or school may house the indoor recreation program. Such a program, if well considered, plans play for the whole family—father, mother, and children.

Parks and highways. Many towns, cities, and states have planning boards which try to give to all citizens surroundings which are increasingly beautiful and which encourage them to come out into the open. National parks and state forest reservations are preserving for the enjoyment of all some of our fine scenery and the natural beauty spots of our land; and the different parts of the country are being connected by a system of paved highways. A system of trails, already developed in New England and a few other areas, will doubtless be widely extended in time to encourage recreational walking.

The Playground Movement. The Playground Movement has advocated a playground for small children within one-half



A protected backyard and area where children from several families have freedom for play. Note the concentration and grace of position of the little girl with the ball. (Donald Snow photo)

mile from home. Denver, Colorado, has attempted an ambitious program to bring recreation facilities within easy reach of all citizens, young and old. An investigation showed that usually children do not go more than one-fourth of a mile from home to play; therefore the city planning commission adopted the progressive policy that there should be a playground within one-fourth of a mile for every child.

The National Recreation Association has as its ideal a public recreation program with good leadership for groups of all ages and both sexes for twelve months in the year. Upon request, this association will send a copy of standard space requirements for organized play of various sorts. Suggestions will also be given for organizing a park board or other local group in forming a play program.

Recreation as a community asset. If a town is a good place in which to live, it must have something interesting for its people to do after the day's work is finished. The story is told of a western mining town which had a constant labor turnover—that is, large numbers of men did not settle down in the town. When the new secretary for the chamber of commerce took up his work there, he set out to discover the reason for this dissatisfaction. He found that it was not caused by the wages or the hours of work. One man expressed the opinion of the workers: "Why, what is there to do after the day's work is over? Nothing but to go to that cheap movie, and we get tired of that. There are no ballgrounds, no tennis courts, nothing!" The secretary was able to interest the chamber of commerce in a recreation program that gave these men something to do and stopped the procession of wage earners out of town.

Town officials are constantly asking industries to establish factories in their towns, hoping in this way to stimulate prosperity and increase the population. Gradually they are learning that in selecting a site for a factory a manufacturing concern may be influenced in its decision by public parks, municipal bathing facilities, and organized summer and winter sports. Business may be the first essential of a town, but business should be interested in making the rest of the town a better place in which to live.

Increasing neighborhood recreation. Most of us can use more completely our present neighborhood facilities for recreation and perhaps help our family and friends to similar larger satisfactions. A good beginning is to list all local possibilities of recreation—all the objectives of hiking trips, such as interesting examples of architecture, beautiful vistas, hills, and streams. To own a ten-cent U. S. Topographical map of one's home locality is a good introduction to the original natural environment and its chief modifications by men. We can list also local organizations that are interesting to visit: libraries, museums, shops, public buildings, markets, clubs, and educational and recreational classes. Such acquaintance will lead to individual and family trips. In some communi-

ties youth organizations have stimulated city officials to plan for more park lands inside the city and outside.

Questions and Class Activities

1. Compare the relative advantages of city and country for opportunities for recreation.
2. How do the young people in your neighborhood use their free time now?
3. What would they like to do if they had the right facilities?
4. What are the people and the schools in your community doing to promote a recreation program?
5. What opportunities are provided for recreation for your mothers and fathers?
6. In your community there are likely to be one or more organizations for young people, such as Girl Scouts, Boy Scouts, Camp Fire Girls, Girl Reserves, 4-H Club, Hi-Y Club, and others. How are any of these organizations helping their members with recreation? Are any helping in a recreation program for the whole community?
7. How does it help parents to have their sons and daughters members of one of these organizations?
8. If your town has a community house, find out how it was secured. How is it maintained? What recreation activities are being carried on there for young and old?
9. List your desires and those of your family for recreation. Compare your list with the programs of existing neighborhood organizations. If there is no organization that appeals to you and your group, can you think of some person that might be interested in helping you fulfill your desire? Perhaps you would like a hiking club with a leader who is trained in science—a high school teacher might gladly give you his Saturdays for a while. If your social group would like to have a dancing class, perhaps some church would welcome you in its social hall, or one of the mothers would open her house to the group. Prepare a program that might appeal to some person or organization.
10. Make lists of the types of commercial recreation in your com-

munity and appraise their value. Where may young people hold dancing parties?

11. Study your neighborhood to find what outdoor and indoor play facilities are available for children of various ages and for young people. How are these facilities being used? Outline ways to extend play facilities if they are needed.
12. List the ways in which you would enjoy being useful in neighborhood recreation.
13. Make a plan for varied and interesting indoor contacts with nature in a home. Think of possibilities in different kinds of plants, of animal life, of a mineral cabinet, etc., and then make suggestions for the interests of different members of the family.
14. Make a plan for a possible recreational experience of your school group to see something more of a city or of a rural area.
15. Plan one recreational outing for your own or some other family.

PROBLEM 3. WHAT EDUCATIONAL ADVANTAGES DOES YOUR COMMUNITY PROVIDE?

Schools. A cornerstone of our nation is its belief in the value of universal and free education for all youth. Every child has the privilege of education in a public school at public expense, from first grade through high school, and in some cities through college. This is one of the advantages of living under a democratic government. These schools, supported by taxation, offer opportunities for us which could be provided only by the rich if each individual family were obliged to pay for the cost of this advantage. The contrast with the situation in some of the European countries is strikingly presented by Mary Antin in her book *The Promised Land*. America means opportunity for education to all the children of all the people. If you choose to continue your education in a vocational school, state college, or normal school, your state will give you this added privilege of higher education at moderate cost.

Why youth leave school. The study of the American Council on Education shows that "four out of every ten youth have never gone beyond the eighth grade. Reduced to their simplest terms, these data indicate that out of every twenty

youth between the ages of sixteen and twenty-four who have permanently left school eight never got beyond the eighth grade, five entered high school but did not graduate, five left school after high school graduation, and two received some education beyond high school."¹

Our present school program seems to have little or no appeal for many young people, and because of indifference they drop out of school early. The income of a father is likely to affect the amount of schooling his children receive. If a father has a low income it may seem to make continued schooling impossible. The size of the family also seems to affect the amount of schooling. In large families with small incomes, youth seem more likely to drop out of school at the elementary level. But individuals of courage and energy will try to complete their education despite difficulties of low income and family need. The amount of schooling which a young person receives is related to what he can later earn and to the standard of living which he will later enjoy. The American Council on Education points out that when young people leave school early, they come into competition with adults for unskilled jobs which even in prosperous times cannot sustain the workers who want them. There is need for a national program of constructive and profitable educational activity for youth.

Continuation schools. The fact that various states have a compulsory school-attendance law indicates that they consider education supremely important. The Federal Government is also interested in school attendance, for the child labor standards urged by the Department of Labor forbid continuous employment of children under fourteen years of age. Some individual states have set an age limit even higher than this. But frequently there are older boys and girls who are obliged to leave school to earn money before they have reached the compulsory age limit. In order that they may continue their education and still be employed part time, continuation schools are provided, for the community feels that this will

¹ Howard M. Bell, *Youth Tell Their Story* (Washington, D. C.: American Youth Commission of the American Council on Education, 1938), pp. 55-56.



"'Tis the set of the sail" A home workshop shared with neighbors.
(Photo from Works Progress Administration, Boston, Mass.)

enable them to become more useful citizens. Between definite ages boys and girls may obtain a working permit, provided that they attend continuation school for a certain number of hours each week until they have reached the compulsory age limit.

Vocational schools. In nearly every state, vocational high schools offer pupils training for a vocation. They provide instruction free or at a nominal cost in many technical and mechanical lines, including also agriculture and the distributive occupations or "business." Some of the larger cities have technical high schools or offer technical cooperative courses in other high schools, where pupils spend their time alternately in business or trade and in school. Trade schools and vocational schools will ordinarily teach only the vocations already existing in the community. In some schools a vocational adviser helps boys and girls to discover the vocations

for which they are best suited, then directs their training accordingly. Later the interest of the adviser follows into their jobs and helps them to see how to get further training for future advancement.

Adult education. One of the newest and most interesting developments in modern education is the plan to provide education for adults. This is a form of education which may be of interest to you after school. It may also interest your mother and father and others of their generation, as well as still older people. Many mothers and fathers are completing their college education after their children are grown up. Adult education is a part of the modern plan for the continuation of education throughout life. This may mean a series of lectures, a study or discussion group, or correspondence courses.

The Extension Service of your state college or university has a highly organized program for adult education, in which one may study as an individual or may join a group, the members of which decide what they will study. The courses offered include crop improvement and a wide range of other agricultural specialties; various mechanical and trade subjects, as the automobile; and the special problems of modern home and family living, as child training and nutrition.

Many communities have evening schools offering a wide range of subjects, depending on the demand. Boys and girls who are beyond the compulsory age for school attendance and are employed during the day may enroll here, and thus continue their education. There are also a large number of older men and women attending evening schools. Quite possibly mothers and daughters, fathers and sons may be enrolled in the same class.

Libraries. Your public library can furnish you with much valuable help in your studies. Trained librarians help to make it a valuable resource for young and old. Have you noticed that many of the people who use your public library are older people? They are eager to keep pace with current events, science, philosophy, literature, art, and religion. With so many books and magazines coming from the press, we cannot

possibly have in our personal libraries as many volumes as we wish. In many fields which are developing rapidly we must depend upon public libraries as our source of information. Books and maps which are useful today may be out of date tomorrow when they are succeeded by publications based on more recent studies.

Moving pictures. The moving picture is a "wonder child" of modern science and industry. Within one generation it



A library which is an intellectual and cultural center with a fine and well-equipped auditorium available for the use of civic groups (Photo from Jones Library, Amherst, Mass.)

has grown to be one of the most glamorous and sophisticated entertainments of modern times. This medium of expression appeals to millions of people, probably because its material is taken from all of literature, all of drama, all of music, and from life itself.

Learning to evaluate movies. Moving-picture-appreciation clubs have been organized in schools and among groups of adults outside of school. The purpose of these clubs is to increase the enjoyment and understanding of moving pictures. Town and city libraries have interesting books which help to develop standards in judging movies. Liking pictures is not

enough. We need standards to judge their worth, so that we can learn how to evaluate them, thus increasing our enjoyment.

By patronage at the movies you and your family are partly responsible for good and poor pictures. If you attend more good ones and see fewer poor ones, the producers know that the public wants good pictures. Your admission price is equivalent to a vote. Swing your influence for the finer pictures just as you will later swing your influence for constructive measures in government.

Among the groups working for higher standards are the Finer Film Federation and various women's organizations that preview pictures in Hollywood. The Federation also furnishes literature as a guide for the family in selecting worth-while movies.

A group of interested citizens can organize themselves into a committee and work with local managers for finer films that appeal to both children and adults. Where such movies have been scheduled on Friday and Saturday nights, with a matinee for children on Saturday, they have scored a tremendous success. Such movies can be a source of much pleasure to a family in providing them with pleasant conversation at mealtime—an opportunity for young and old to express their views and exchange their interpretations.

"We are not trying to take enjoyment away from you, but instead we are trying to add understanding to it. Perhaps that is a good definition of appreciation—to enjoy with understanding. . . . The fun of developing discriminating tastes is lost if you let someone else do your thinking for you. It is better to have tastes which others may think are inferior, but which are your own, than hypocritically to accept tastes which are considered superior when they are not really yours at all."¹

Neighborhood responsibility for youth. We want to have good times and be popular; we want, even more, to have a happy life and to succeed in an occupation or a profession. While keeping an eye on a distant goal of a life work, we

¹ Edgar Dale, *How to Appreciate Motion Pictures* (New York The Macmillan Company, 1933), pp 6 and 8

must not give way to temptations that appear alluring at the moment.

The effects of fine educational opportunities, recreational centers, and good housing may be offset by easy access to places where alcoholic drinks are sold to youth. Young people do not deliberately choose to do wrong, but they do want to know what life is all about—to be daring, smart, and sophisticated. Some are confident and believe that they can take care of themselves and “try anything once.” Some of the less confident want to be with the “gang,” and so they follow the leadership of those who are often lacking in good judgment and good standards of moral conduct.

An experience which at first may appear to be as harmless as sailing on smooth waters, may later prove to be as disastrous as being suddenly drawn into a whirlpool. It is against such experiences that the neighborhood needs to protect young people.

Young people like to dine out because of the glamour, gaiety, and music of public eating places. Dining out is a pleasant experience which helps to build up social ease. But when it is done in questionable night clubs and roadhouses where alcoholic drinks are sold to youth, it becomes a potential danger.

Allied Youth, Inc., is a nation-wide organization of young people which promotes study of the liquor situation. It presents facts to young people in high schools and colleges so that they have a basis for judgment in handling this problem. Local posts are organized in high schools and colleges. It is gratifying when young people have a clear vision of present-day situations and the initiative to help shape future goals. An interesting monthly magazine called the *Allied Youth* is published by this organization. The American Association for the Advancement of Science has appointed a Research Council on the Problems of Alcohol. The Association considers this problem “as ranking in importance with the former researches sponsored by the Association on the problems of cancer, tuberculosis, leprosy, and mental health.”¹

¹ *Allied Youth*, March, 1939, p. 4



A church with a seven-day-a-week program for worship, religious education, recreation, service, and world friendship (Photo from Trinity Church, Springfield, Mass.)

Any act or influence which lowers one's self-respect is damaging to the personality, a handicap to its development, and a serious hindrance in the keen competition which one will meet in all the affairs of life. The liquor situation is both a personal and a community problem. As a personal problem you decide the standard which you will maintain yourself. This condition will exert an influence over your friends. Later, as an intelligent voter, you can cast your ballot. The liquor situation in any community is controlled by public opinion, which is made up of the attitudes of members of individual families.

Other community help. The use which we make of opportunities outside of school will determine quite largely the extent to which we become educated. Each community offers certain advantages. These may be free concerts, a choral society, a discussion group, visits to museums of art or natural history, lectures or dramatics, or the rich opportunity to study nature firsthand. Sitting at home in the armchair listening

to the radio program may be delightful, but it is not so much fun as actual participation in a performance. The purpose of any education is to enable us to keep on growing intellectually. There seems to be need of more neighborhood youth centers. Here, under wise, sympathetic guidance, programs of constructive activity can be carried on. Possibly part-time classes can be conducted, and vocational guidance—an important service much needed by young people—may be given.

Questions and Class Activities

1. If circumstances were such that you had to leave high school to earn your own living, what kinds of work might be available for part-time jobs? For full-time jobs? Estimate your monthly earnings for full-time and part-time work. What chances would there be for promotion in either kind of job? Would further education or study help you to win promotion in either case?
2. What opportunities for higher education are offered by your state? What are the special advantages offered by each opportunity and the relative costs of each? Secure for the class catalogues of state colleges and schools.
3. In your community, what is the cost per child for schooling in the primary grades? In the high school?
4. What is the age for compulsory school attendance in your state? Compare with the similar laws in other states.
5. Appoint a committee to visit an evening school. Report to the class on the range of courses offered, the number enrolled in the school, and the ages of the students.
6. James McComb has entered high school. He knows that after graduation he will probably have little opportunity for further attendance at school, as it will be necessary for him to go to work to help support his family. What opportunities for vocational training can James secure through your school or other schools in your town or county? Where can he get advice concerning vocations?
7. What opportunities for further education are available in your community for your mother and father and others of their generation?

8. How many types of schools are within reach of the young people of your community?
9. For the boys and girls who will not go to college, what opportunities does your community offer for continuing education? What subjects can you take in your high school course which will best help this further education?
10. What is the purpose of the continuation schools? Consult your parents or a school official.
11. What reasons have you for pride in your school? In your school grounds? In your town?
12. Are there local groups for moving-picture and radio appreciation in school or church, such as a "motion-picture-appreciation club," or a "radio workshop," to develop more informed judgment about movies and radio. What are the activities of such clubs?
13. One group of young people found that liquor was served at all public dance halls. They wanted to dance in a place that did not serve liquor. How might their problem be solved?
14. Read "Personal Liberty" on page 464, and write Allied Youth, Inc., National Education Association Building, Washington, D C, for samples of publications of this school club organization.
15. Study your neighborhood or a section of your city or county, and list the factors which influence young people as to intellectual stimulus, physical well-being, and social attitudes.
16. Make a list of movies that deal with family situations, indicating the type of family life portrayed. Select and present one of these vital situations for class discussion.
17. In what ways are you conscious that your personal standards have been affected by movies?
18. Collect from local newspapers one or more items on community happenings showing that our social ideals for the community are not yet fully realized. Find also one or more items showing progress in community ideals.
19. Trace community influences, good and bad, that affected your own childhood environment.
20. Appoint a class committee to report on movies which present

interesting stories of family life. Watch reports of new movies in magazines and newspapers, plan a method for members of the class to exchange opinions of movies.

PROBLEM 4. HOW DOES YOUR NEIGHBORHOOD AID THE HEALTH OF YOUR FAMILY?

Need for community help. As a country develops, its people become more and more dependent on the community. When people leave the small town or the farm and move to the city, they leave behind many natural advantages, such as the wide-open spaces, sunshine, their own dooryard, the fruit and vegetable garden, their own milk supply, and possibly a spring or well providing pure water that has been certified by a state water analyst. In both the city and the country there are various health needs of the average family which cannot be supplied without some help. The safety, health, and happiness of the citizens are of such importance to the state that the community assumes various responsibilities to safeguard them all.

Safety measures. Progressive communities are working on various systems of health and safety to find a way to wipe out preventable accidents and contagious diseases. Accidents must be reduced. Hence the campaigns to prevent accidents on highways and in industry, the regular inspection of automobiles, traffic regulations, and patrol of highways. In one state a recent development in the interest of safety has been compulsory insurance carried by all automobile drivers, and in several states such insurance for drivers who have had accidents. A striking plan is being tried in one city: Every person who breaks a traffic law must go to a special Safety and Traffic School instead of paying a fine. That it succeeds is shown by the fact that only one or two in a hundred of its graduates have been arrested a second time.

Your local health department. In your community there is a town or country health organization carrying on some kind of health program. Perhaps there is a public health clinic, such as for tuberculosis, a prenatal clinic, a well-baby clinic, and a dental clinic. There may also be a school nurse and a public

health nurse who ministers to the sick and frequently instructs mothers in child care and nutrition.

Your health department may be keeping streets and alleys clean, removing waste, purifying sewage in a sewage disposal plant, protecting your supply of pure water, eliminating conditions which allow the breeding of insect pests which carry disease, and inspecting local food markets to see that foods are handled in a sanitary way with protection from flies, dust, and vermin. It may insist that persons who manufacture foods in bakeries, canneries, and candy factories or who handle foods in our markets, hotels, and restaurants should be certified by a medical examination to show that they are not carriers of contagion.

It may send an inspector to the farms where your milk is produced, to make sure that the cows are not infected with tuberculosis which may spread to those who use the milk. The stables must be well cared for and the cows and the milkers clean at milking time to keep the bacteria count low. The milk must be cooled at once and kept cold until delivery to prevent the multiplication of bacteria. The difficulty of securing absolutely clean milk is so great that all health authorities are requiring pasteurization to destroy the bacteria. Milk is pasteurized by heating it to 144° Fahrenheit for thirty minutes and then cooling it immediately.

Your health department may insist that the soda fountain in the corner drug store should conform to standards of cleanliness, not only in serving food but also in washing the serving dishes. The sanitary condition of the lunch cart parked near the public school is a matter of concern to the whole community.

To safeguard the health of all the children of all the people, school nurses and visiting nurses are employed and public officers encourage and, if necessary, direct free examination of the children in the public schools. In some cities there are hospital clinics where people of limited means may have a thorough examination by the payment of a small fee. Rural sections in some parts of this country are poorly supplied with medical service. The average family in the country can

drive its sick member to a city hospital in an automobile. In certain sparsely settled sections in our rural communities the decrease in the number of physicians has created a serious situation. One solution to this problem is a small cottage hospital where emergency cases may be brought. The "hospital" might be a comfortable house in charge of a practical nurse and housekeeper. The entire section might be well served if this were expanded into a public health nursing center, including prenatal care and child welfare, as well as public school health work.

Your state department of health. Each state has some kind of health department. Its powers and activities vary considerably in different states. Usually this department is responsible for measures which control communicable diseases. It collects vital statistics, furnishes antitoxins free, or at cost, and maintains a laboratory for diagnosing certain evidences of disease. In the more progressive states there have been state-wide campaigns for the improvement of public health. At one time smallpox was the chief scourge of the human race, but now, because of the use of vaccine, a smallpox patient is so rare as to be a curiosity. The use of toxoid has made it possible to eradicate diphtheria even in large cities. Certain infections, such as influenza and infantile paralysis, are still baffling health experts. The venereal diseases, syphilis and gonorrhea—which sometimes blight physical inheritance and make parenthood impossible—are now yielding to modern science, and health departments are hopefully launching campaigns and clinics for their control.

Health organizations. There are a number of private health organizations which have been active in promoting positive health and in fighting certain types of disease. The addresses of some of these are given so that you may write for material and learn more concerning the work of these organizations.

American Medical Association, 535 N. Dearborn Street, Chicago, Illinois.

American Public Health Association, 50 W. 50th Street, New York City.

American Red Cross, National Headquarters, Washington, D. C.

American Social Hygiene Association, 50 W. 50th Street, New York City.

American Society for the Control of Cancer, 1250 Sixth Avenue, New York City.

National Committee for Mental Hygiene, Inc., 50 W. 50th Street, New York City.

National Committee for the Prevention of Blindness, Inc., 50 W. 50th Street, New York City.

National Tuberculosis Association, 50 W. 50th Street, New York City.

Federal public health services. The Federal Government through various bureaus is actively engaged in promoting national health. Among its many services it guards the ports of entry to exclude people afflicted with dangerous diseases. It stands ready to lend its experts to states suppressing an epidemic. It has charge of matters of interstate sanitation. It sets the standards of strength and purity of viruses, serums, and toxins, and supervises their sale when sold in interstate commerce. The Government through the Food and Drug Administration guarantees the quality of manufactured foods and drugs when they cross state boundary lines, and through its meat inspection service puts its approval upon meat which has passed the official inspection.

Public health education. Today the public health movement is active in promoting sanitation and the control of communicable diseases. It is also very actively carrying on an educational campaign, so that we may know not only how disease spreads but how disease may be prevented, thus promoting health rather than curing disease. It is working towards the ideal of keeping all people well.

Mothers are being taught how to bring up babies so that there will be less infant sickness and infant mortality. The infant mortality rate (the average number of infants out of one hundred born alive who die in their first year) is one of the most important indexes of general health conditions.

It has been reduced from a national average of about 125 per 1,000 in 1900 to 57 per 1,000 in 1936; and to as low as 44 in New York and Cleveland and 38 in Chicago. But New Zealand, which started infant welfare stations early, had as low a rate thirty years ago as the lowest rate America has now attained.

Health education safeguards life and health. The tuberculosis patient is being taught a way of living which will help him regain his own health and also protect others from contagion. People are encouraged to have regular health examinations. Physical examinations in schools are an important part of the health movement. Every child, when he first enters school, should have a thorough examination by a competent physician. This should be given in the presence of the child's mother, so that she may be informed in regard to her child's condition. If this is followed by regular examinations during succeeding years and by the teaching of health habits, the health of the child will be greatly improved. As infant welfare stations are established, every child should have his health record kept from birth. This record could be transferred to the school health office when he goes to school.

Health and safety may be purchased if a community is willing to pay the cost. The people of the United States pay more money for chewing gum each year than they appropriate through legislative bodies to all official agencies for public health activities! Present inadequate public health programs cost an average of about a dollar a person each year; the fully developed, well-rounded program would cost at most from four dollars to four dollars and eighty cents and would be a most productive expenditure, since it would reduce sickness and postpone preventable deaths.

Questions and Class Activities

1. What features in the natural environment of your community promote good health?
2. What situations in your community hinder the development of good health?

3. What health facilities does your community provide for all families? List these to secure information in regard to each
4. Look at a food market or grocery store, a meat market, and a bakery, to see how the food is protected from dust, flies, and vermin. Suppose you could organize a course of study for food handlers, what topics would you include?
5. How does your community get pure water?
6. What are the standards of cleanliness at the soda fountain which you patronize?
7. Why is pasteurization of milk desirable? Is this required in your community?
8. What is the method of disposing of garbage in your community? What is the cost to individual families?
9. Select a committee to visit the health officer of your community to find what protective measures for the health and safety of children and youth are provided in your neighborhood
10. What responsibility does your home have for community health? For community sanitation?
11. What provision is made for maternal and child health in the rural districts of the county in which your school is located? Is there a county health unit in your county?
12. If your community has a child health center or infant welfare station, arrange for a committee from your class to visit it and report to class
13. Write to your state board of health to find out what program of child health and welfare is being carried on in your state
14. Find the infant mortality rate for your community, county, or state. Inquire of the state health department or the local health authority.
15. Find the meaning of birth rates and death rates as part of vital statistics. What have been the general changes in these rates in the United States?

PROBLEM 5. WHAT DOES THE FAMILY OWE THE NEIGHBORHOOD?

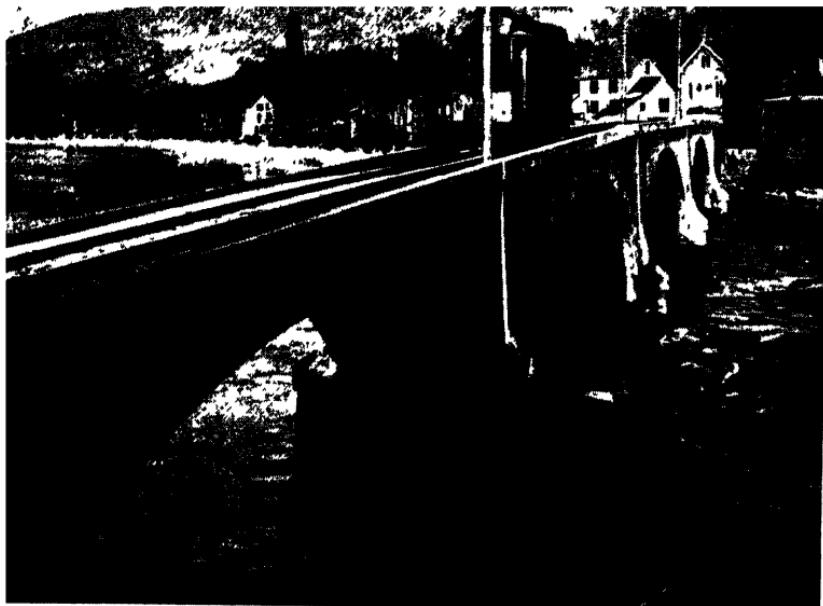
Promotion of civic beauty. If we live in a city apartment and do not have our own house and yard, we still have an

opportunity to add to civic beauty if we help to maintain good standards of civic housekeeping. There is beauty in orderliness and in thoughtful care of any possessions. Clean streets and clean parks are cause for pride. Is it carelessness or indifference which causes a family to dump tin cans and other debris on streets and lots? Is it carelessness or indifference which causes a man to drop on the street a wrapper which he has just removed from a box? On a windy day, why should two high school pupils open a newspaper and let it fly?

We live in the community as well as in the home. The statues in museums which have been saved or recovered from the past were originally made to be placed in some particular position in a community gathering place. The old plays were prepared for a special audience as part of their community life. Few if any of us can make a splendid gift to the community of a park, a statue, or a building of fine architectural proportions. But we can make a really fine contribution to civic beauty if each of us and our own families do our part in adding beauty to our own home and home environment. This may mean keeping our buildings in good repair, beautifying our own grounds with plantings of native shrubbery, removing any debris and waste promptly, and doing our part to keep streets, parks, and public places attractive.

Highways as extensions of the neighborhood. Millions of dollars of tax money are being spent for splendid highways through prairies or mountains. These roads, which are built for the benefit of all the people, connect the neighborhoods of the country and offer unusual opportunities for family enjoyment. Therefore families have a responsibility in protecting the natural beauty of the landscape. With tentative plans being made for many more thousands of miles of paved highways in this country, it is imperative that plans for road building should at the same time include plans for highway beautification.

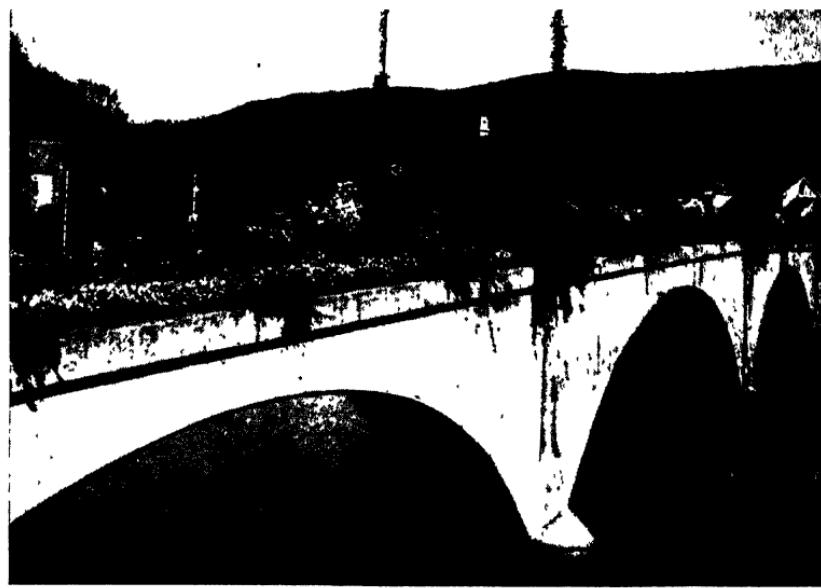
In many places the scenery may soon be obliterated by a billboard that annoyingly reminds us of how we can spend money we do not possess for goods that we do not want.



A community problem What can be done with a discarded bridge?

However, we are becoming conscious of these mars upon the landscape, and definite efforts are being made to improve this deplorable condition. In certain sections of the country, highway commissions are forbidding billboards. In states where this problem is under consideration, the various state departments, including parks and public works, state-wide civic organizations, garden clubs, and women's federated clubs, have been active in sponsoring legislation that will limit and control outdoor advertising in the nonbusiness areas of the state. Our rural highways are built at tremendous cost with the money of the people and should serve the greatest good to the greatest number. Anything that concerns the beauty and the good of the community is a part of public responsibility.

Neighborhoods are learning that beauty pays big dividends in cash value as well as in civic pride and satisfaction. A section of the country that is bidding for the summer tourist—and what section isn't?—knows that it is a matter of dollars and "sense" to put the best foot forward in scenic beauty. Billposters hurt real estate values, create highway hazards, destroy beauties of nature, and "turn scenery into mere sign-cry."

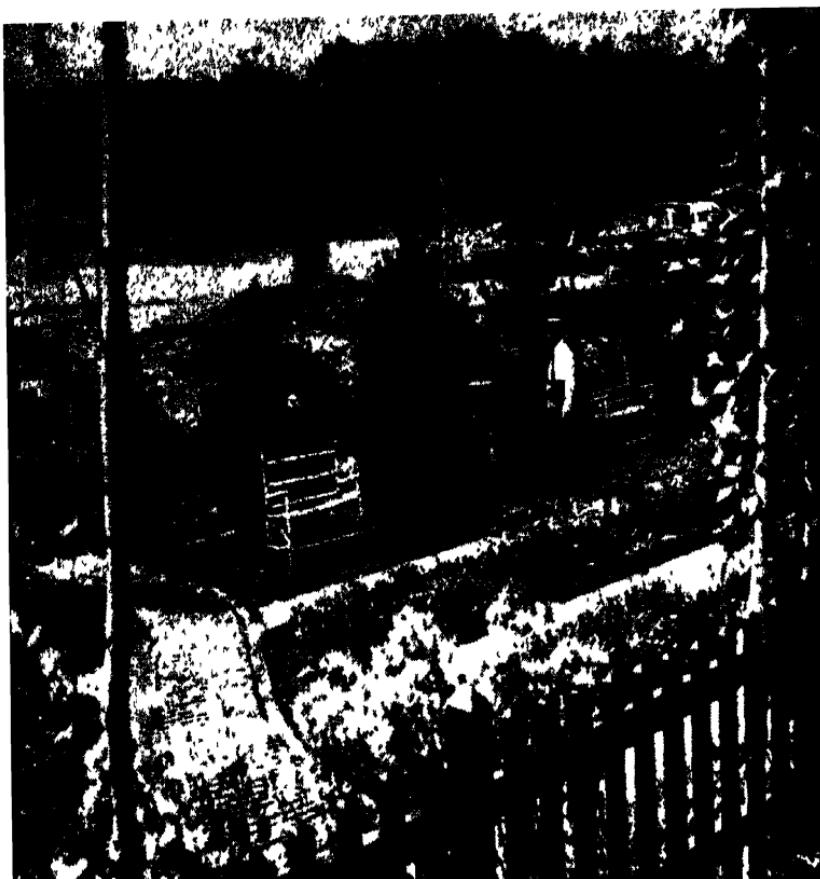


The women of this town put their wits to work and achieved a bridge of flowers.

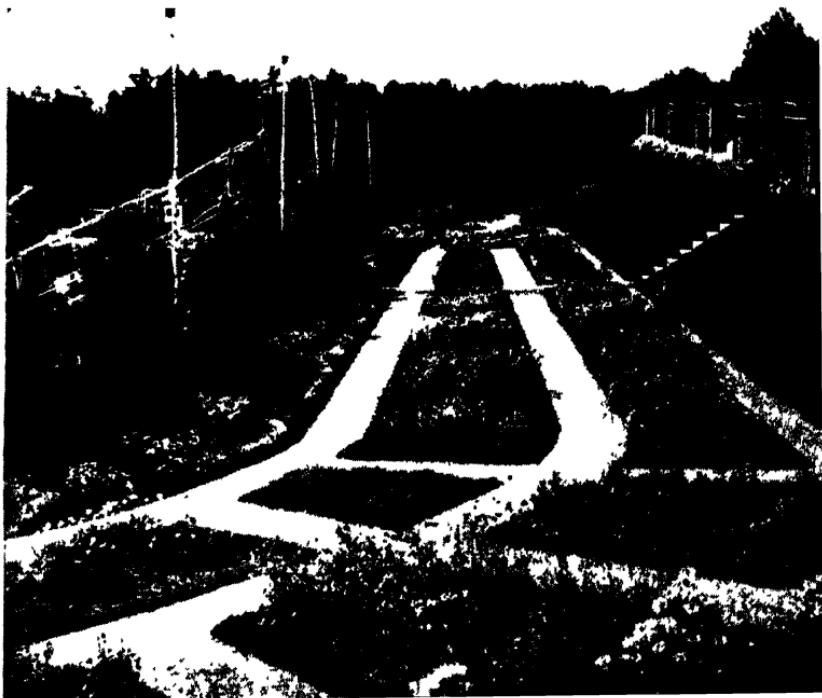
Some sections of the country have cause for pride in the beautification work which they have already done—from the elms arching the streets of the Northeast, to the rose gardens of the Pacific Coast, and the laurel hedges of the South. The blossom festivals in certain sections have become beautiful traditions and can contribute to a fine neighborhood spirit, if they do not become overcommercialized.

Neighborhood courtesies. When families live close together, there is very special need of thoughtful consideration of one another.

Thoughtfulness. There is a feeling among many people that because this is a free country everyone has a right to express himself as he will. But has any person the right to disturb his neighbors with unnecessary noise? One of the obvious values of a vacation in the country is escape from the noise and confusion of the city. Yet a vacation on a beautiful shore or stream may be utterly spoiled by someone's selfishness. Thoughtlessness is selfishness. There is something definitely lacking in home and school training that produces citizens who become a public nuisance. When rural residents



A city dump screened by beauty. What one man with imagination and packages of flower seeds has done to beautify a landscape that would otherwise have been an eyesore. A house near this dump heap was known as O'Shay's Hotel where meals were served to the unemployed. With the aid of some of these unfortunate men, the surroundings were soon transformed by order and beauty. The beautification of this area became the hobby of an employee in the city street and engineering department, which now uses the building as a tool house. Both house and dumping ground are screened from the highway by native trees, shrubs, and flower gardens. Along this same property there is also a wide band of colorful annual flowers that give pleasure to the thousands that pass on the near-by highway. (Arthur A. Woodward photos)



dread the summer months because of annoyance from travelers, when hotel men have to send detectives after groups of students who have been guests and have carried away linen and table silver as souvenirs, and when children destroy gardens and then laugh at owners who protest, it is an indication that something is wrong somewhere. Does not the home have a responsibility in these matters?

The use of the radio. The radio has brought the people of the world into the close proximity of a neighborhood. We can enjoy simultaneously the same musical program, we can listen to the same lectures, we can sputter about the same political harangues, we can thrill to the same ball games, we can be interested in the same foreign news, and we can feel distress and experience sorrow for other people's misfortunes all around the world.

Since the radio has become an important instrument of entertainment, instruction, and protection, we should use it with the same discretion that we use an automobile. The general use of the automobile has necessitated certain regulations for our common good. And so it is with radio. The general use of the radio is necessitating certain regulations for the common good and protection of our nervous systems.

We can turn off our own radios, but not those of other people. Therefore, for the benefit and happiness of all, there is one rule to observe. Do not turn on your radio loud enough to disturb your neighbors. Possibly this may seem to be a "hardship" or an inconvenience, but few houses—either apartments or dwellings—are constructed against sound vibration, and close proximity makes for bedlam if the sound of one radio intrudes upon another. Each family is entitled to its own choice of radio program, but the programs should be affairs for private family and individual enjoyment and not be allowed to become a nuisance to the neighbors.

Radio courtesies. Enjoy your radio set and use it in so courteous a manner that it will not disturb sensitive persons. For the sake of your neighbors, it may be a good idea to place the radio away from a window and to put a rubber mat on the floor under it as an insulator of sound. Do not use the radio

when others are talking, reading, or writing, or when you yourself are studying. If you are absorbed in other work, why have it on? You destroy your powers of concentration if you try to do two things at once.

Maybe the radio is a bone of contention and a disturbance in your own family. Maybe dad needs quiet or maybe his favorite program, instead of yours, would be good for his tired nerves. Test the volume of your radio by going outside or to your neighbor's; maybe you have a neighbor who is very sensitive to the vibrations of a powerful radio coming through the floor or ceiling. Keep your radio tuned low.

Family cooperation for the neighborhood. The success of any plan for community improvement will depend upon the support which the separate families working together give to the undertaking. Small allowance need be made for the "knocker" found in every community who is against any proposed plan. The finest quality of American citizenship is unselfishness. In your community there may be any number of undertakings in which you and your family can give a helping hand. It may be in observing community laws; in fighting common enemies, such as the gypsy moth, the Japanese beetle, the common housefly; in preventing disease; in preventing forest fires; or in caring for camping grounds. Whatever community good an individual family may desire for itself can be secured more directly if families unite in seeking the advantage for the whole neighborhood.

The breadth of your neighborhood. At one time a neighborhood was bounded by the distance one could travel away from home and return to by foot the same day. Later it was bounded by the distance one could travel by horse and buggy and still return home the same day. Today, with means of instant communication and rapid means of transportation, the world is brought together into one wide neighborhood. The spirit of neighborliness reaches out from each of our family homes to the homes of all people. When people come to know one another better, there is a growth of tolerance and an international growth of brotherhood. Parents need to watch their own attitude toward neighbors and fellow citi-

zens, and toward members of other racial, religious, political, and foreign groups. We learn tolerance by being tolerant. The family teaches wider cooperation to its younger and older members alike by being cooperative first within its own membership and by consciously encouraging attitudes of inter-racial and international cooperation. How wide is your neighborhood?

Questions and Class Activities

1. Does your community have such an enterprise as a flower carnival, corn show, apple show, or county fair? If so, who sponsors this? What are its advantages to the community? Are there disadvantages? How can they be overcome?
2. When the Reynolds family had a picnic supper at Orient Springs, they recalled that good campers leave no traces. Make a plan for serving the supper and clearing up afterwards which will help them to qualify as "good campers," and maintain the beauty of the grounds.
3. Make a plan for a Clean-up Day which can be carried out in your neighborhood in cooperation with a town department or the civic section of the woman's club or some other organization. Divide your neighborhood into sections or use established wards. Plan a suitable banner to be given as an award, the value of the award to be in service done, not in the award itself.
4. Listen to the sounds and noises in your immediate neighborhood for a week. With the aid of your family, list those that are really unnecessary and those that may disturb people who must sleep during the day or who may be ill. How can these undesirable practices or habits be overcome?
5. With the help of your family, draw up a list of radio courtesies which would enable you to be a good neighbor. Check those which would also promote harmony in family living.
6. As a means of celebration on July Fourth, a group of boys in a beautiful village secured a crate of overripe eggs and with fine marksmanship "painted" one side of the neatly kept white library and school an egg-yolk yellow. Every boy in the group was identified. What do you think should be done with these boys? How

would you handle this case without taking it into the Juvenile Court?

7. What is your community doing to beautify streets, parks, schoolgrounds, and other areas for general public use?

8. If you have unsightly dumping grounds, how might the debris in it be disposed of otherwise?

9. Sometimes trees are planted in memory of events and people. In your own home landscape, plant a tree in honor of someone's birthday or marriage—a native tree adapted to soil and climate will be most satisfactory. The occasion might be enhanced by a ceremonial or ritual.

10. Many communities throughout the country bear testimony to a lover of trees who planted them for the enjoyment of others. Study your neighborhood to see how it might be beautified by the planting of trees.

UNIT 7

The Family at Work

Honor lies in honest toil.

GROVER CLEVELAND

PROBLEM 1. WHAT IS THE WORK PATTERN OF THE FAMILY?

Traditional work pattern of the family. According to the traditional work pattern in America, the father earns the money income and the mother takes the responsibility for the care of the house and the children. By her thoughtful planning, she makes wise use of the money income.

Because this pattern was carried on for generations with such ease, America has been called "the land of opportunity." Even during the past periods of prosperity, however, a family had no assurance of financial security. They expected to work for what they gained. They were willing to work. There were good years, and there were poor years. They expected to live within their income, knowing that there were some things that could not be afforded yet—but that perhaps by working and careful saving they could acquire these things later.

The traditional setting for family life is changing. Today there are communities in which it is difficult for men to get work; perhaps there is seasonal work only. Family expenses go on as usual. The family must eat, must have a place to live, must have clothes to wear; babies come; services of doctors and dentists are needed. Young people grow up eager

for work to do, eager to establish homes of their own; but some, not willing to begin with little, feel hindered by economic circumstances. Even our forefathers were not assured of economic security, but the living standards then were not so high as they are today.

Women as homemakers today. The home's task is not decreasing. While much of the older handwork has gone out of the home, higher standards of living bring new tasks into the home—safeguarding health, guiding the children's personal development as a trained undertaking, spending the family income, directing the consumption process, enriching leisure and the family's daily life. So despite the home's new labor-saving devices, the intelligent homemaker's job remains a full-time one. For example, to care for a baby properly has been found to be a five-hour daily routine. To be leader, co-ordinator, inspirer, and companion to a group of two or more children is a personality service that makes large demands on the mother's time and intelligence. The mother's average working load in a home where there are children, as measured in hundreds of cases, is still fifty-three working hours a week.

Mother's work in the home is just as important as father's work outside the home. Although homemaking is not rewarded in money, it is productive of money value to the family concerned. The family is supported as much by the homemaker's skillful management and housekeeping services as it is by the wage-earner's money gained in outside employment. For example, her skill as the cook who turns raw foodstuffs into edible food is as important as her husband's skill which earned the money to buy the raw food. While the homemaker is not gainfully employed in the ordinary sense of receiving money, her family is gaining benefits which have money value.

She herself may have very special compensations of personal and intangible values that can be gained in no other way. And the homemaker has the opportunity of personal leadership and the satisfactions of her creative work as homemaker. Being a wife, a homemaker, and a mother can be a satisfying career.

Questions and Class Activities

1. List all the duties and responsibilities of the homemaker in your home.
2. What home responsibilities might a high school girl be expected to carry regularly?
3. Assume that your mother or the homemaker in your home is to be away three months. What home responsibilities could you carry successfully?
4. If these services were performed by someone else outside your home, who receives fifty cents an hour, how much would it cost in money to pay for these services?
5. Consult your family and estimate how much it would cost if this worker lived in your home and was provided with board and room.
6. What, if any, are the advantages in having these services performed by a member of the family?
7. If someone inquires as to the occupation of your mother, what do you think of the reply, "She is just a homemaker"?
8. What are some of the manual skills and intellectual abilities which a successful homemaker should possess?
9. Analyze the jobs of homemaking and a selected type of business by listing common factors which are essential both in homemaking and in business—for example, routines, hours of work, social contacts, personal qualities, compensations other than money. What other factors are needed to become a successful homemaker?
10. In what ways can each member of your family cooperate in having some responsibility in caring for your home?

PROBLEM 2. WHAT HAVE BEEN THE CHANGES IN THE ECONOMIC LIFE OF THE HOME?

Changed economic status of women. One or two generations ago the standard of living was much simpler than it is now, and not so much money was actually required then to care for the family needs. When much was produced at home,



The fun of helping with the harvest (Massachusetts State College Extension Service photo)

it was not necessary to make many cash purchases. Then when home industries were taken out of the home into the factory, women tended to follow these industries and secure outside employment. Women gradually gained economic status as employed workers, and as opportunities for education and professional training opened to them, they have entered practically every field of work known to men. The majority of employed women are single.

"Analyses of employment and of unemployment statistics show that it is a matter of fact that competition for jobs is between one man and another, one woman and another, rather than between men and women. According to the 1930 Census of Occupations—the latest complete data for the entire country—there were 3,000,000 married women at work in this country, 36 per cent of them in domestic and personal service; 20 per cent in manufacturing and mechanical industries; 11 per cent in trade; 9 per cent in agriculture. In

each of these occupations larger proportions of married than of single women are found. This indicates that married women's occupations are very different from those of men; it also gives strong evidence of married women's need to work. . . .

"The work of women, married and single, has always been employed in every type of economy from the most primitive to the most highly organized. When steam power led to the development of factories and mass production, the family changed from an independent productive group to a dependent nonproductive one. The work of men first became mechanized, but the same industrial development which took men's work out of the home is taking women out of the home in increasing numbers. Often the wife's earnings must be added to the husband's to make possible a healthful standard of living."¹

Conflicting opinions. Nearly everyone has some opinion about married women who work outside the home. Usually these opinions express personal attitudes. If a young woman supports a dependent mother and loses her job, she may worry herself sick with anxiety about how she is to get the bare necessities of life. She will quite likely think a married woman with a husband to support her has no right to be working when there are not enough jobs to go around.

Someone else will commend a mother who works outside the home to supplement the family income, for she is thereby able to do so much more for her children. They may be able to have a better education, study music, or go to summer camp. Another person will say that this mother might much better stay at home, for she could do much more for her children with her training and companionship even though there is less money to spend. Another thinks that married women who work are getting money only that they may buy luxuries. She may call to mind her young married neighbor who worked in a store during the holiday season so that she might have her engagement ring reset in platinum.

¹ Supplement to *Gainful Employment of Married Women* (Washington, D. C.: U. S. Department of Labor, Women's Bureau, March, 1939), pp. 2-3

The conflict regarding married women's working outside the home sometimes takes form in regulations that women teachers who marry must resign their positions. Just before the depression, half of our cities permitted married women teachers to continue their work, and half did not. All Canadian cities forbade such employment. During the depression such rules were extended in civil service and in business. In 1937 a federal law declared that in "the civil service of the United States, no person shall be discriminated against because of his or her marital status." In securing its passage, supporters pointed out that such discrimination, if permitted, would discourage marriages and would open the way to setting other personal qualifications, such as race and color, in making appointments for civil service positions.

Facts concerning employment of women. The number of employed women was small until the War Between the States when, because of the need of their help, many began to enter the industries that the war stimulated in both the North and the South. The World War of 1914-1918 had the same effect, greatly multiplying the opportunity women had for such employment.

There are many reasons why women work for wages and salaries. In many instances marriage would be impossible were it not that the wife as well as the husband contributed to the family income. Then there are women who have trained carefully over a long period for a profession and do not wish to give it up, even though they want to marry. There are women whose husbands have left them or who have been divorced or who must carry on because the husband is permanently or temporarily disabled or is out of work. Very often during the depression the wife could get employment when the husband could not.

"A survey was made by questionnaire of 12,043 (employed) women representing forty-seven states, Hawaii and Alaska. Three of every ten women were married. Married women are the smallest group solely responsible for the support of a family, but they formed a third of those partially responsible for family support and a half of the group having additional re-

sponsibilities for support of persons outside the household. The amount of money given during the year to dependents outside the household ranged from \$100 to more than \$1,000. The median contribution was \$225, representing over 13 per cent of median annual earnings.

"Results of the study show that as a woman's resources increase, she is likely to assume greater responsibility for dependents. Further, the number of dependents per woman has increased between 1930 and 1936, though average earnings have fallen. . . . American women today do not work for extra money. The women this group typifies are working to earn a living for themselves of course, but half of them are also earning a living for parents, sisters, brothers, husbands, and children who, in increasing numbers through the years, turn to them as breadwinners and often as homemakers as well."¹ To get behind opinion and consider the real values in this problem of the industrial woman's gainful employment involves weighing the life plans of men and women.

Men and women desire home life above all else, and they are willing to work hard to get the money to maintain a home. With the increased transfer of work outside the home and increased purchase of finished goods, it is more difficult for one alone to earn money enough to provide for a family. If a young man and woman must wait for marriage until the man has made a good start in life, marriage may be postponed for many years. Therefore, especially in cities, it is common for a young husband and his wife both to earn an income. In another home, where children have grown up, perhaps mother, father, son, and daughter all are employed. And in the rural home the wife often contributes to the money income by raising poultry, dairy products, or fruits.

Suppose a young couple is free to choose whether the wife shall be a full-time homemaker or shall continue as a wage earner until the coming of their first child is anticipated. Which is the wiser choice? A counselor of young people of wide experience suggests that the former is the better choice.

¹ Supplement to *Gainful Employment of Married Women* (Washington, D. C.: U S Department of Labor, Women's Bureau, March, 1939), p. 7.

If the wife is not working, the home can be well established and its new social contacts with friends, church, and neighborhood can be created before children come. A young family does well to plan to have children soon after marriage. As long as there are children in the home, the wise choice in the average case, unless economic necessity forces outside employment, is homemaking as the sole vocation.

The double vocation. In individual cases, other considerations than necessity—such as interest in an occupation or the call of a career—may justify the choice of the double vocation of motherhood and outside employment, but the double vocation is never an easy one. The homemaking woman working outside is competing with men who are one-vocation workers. Hence women who carry the double vocation successfully often report that their success is dependent partly upon the cooperation which their husbands extend in helping to carry the work of the home. That is, the husband as well as the wife has to be a double-vocation person.

This working load is to be taken into account in considering whether one will choose also to work outside the home. The problem of the married woman who has an outside job calls for tolerance and for weighing a wide range of values. There is no single answer to the problem, for varying adjustments must be sought. The right of the individual to follow her own preference is not to be overlooked, and in many cases there is the economic need of increasing the income; but there is also the responsibility of the mother for family and child welfare which can be fulfilled better by the woman at home.

Mothers in the professions. The Bureau of Vocational Information made a study of one hundred married women who have children, who are living with their husbands, and who work for pay. The Bureau studied only women engaged in professional work. Their conditions and problems are quite different from those of mothers who are in clerical or industrial work. They were in a variety of occupations, such as teaching, art, social welfare work, law, medicine, real estate, literary work, advertising, selling, research work in medicine, psychology, statistics, industry, and anthropology. It is interesting to know

that only nine of these one hundred professional women were working because of financial necessity. They felt the need of an outlet for their powers, and they desired "to enrich the content of their contribution to the lives of their husbands and children."

This study showed that a mother who can earn at the professional level of income can hire substitute care for her children. She can hold a full-time, well-paid job and run a comfortable, contented, happy home at the same time, providing that she has the sympathetic cooperation of her husband, good health, good training, and experience before marriage. To do this requires short or flexible hours of work, and a suitable person to care for her children while the mother is working away from home.

A few years ago a husband would have felt ashamed to have his wife earn part of the income. It might look to others as if he were not able to support a family. In striking contrast, some husbands now take pride in the achievements of their wives outside the home.

Married women in industry. There are women who accept earning as a normal part of married life. Housekeeping is so simplified that some women who were in business or industry before marriage prefer to go on with their occupation, particularly until there are children to care for. Their earnings bring added comforts to their families.

But most often it is economic need that sends women into industry. Married women who work are part of the machine age. Approximately two million women, or only one in five of the women who work for wages or salaries, are employed in housework. Many more are employed as factory workers, telephone operators, clerical workers, saleswomen. Others work in textile mills, meat-packing industries, and automobile factories.

The Women's Bureau of the United States Department of Labor states that whatever may be the extent of their earning capacity and whatever may be the irregularity of their employment, married women work for one purpose and, generally speaking, for one purpose only—to provide necessities for their

families or to raise their standard of living. The observations of social workers support this statement.

When men are unable to earn a living wage for their families, their wives also become breadwinners to hold the family together. When women find themselves widowed, divorced, or separated from their husbands, many return to work, although they know what it will mean to their children and to their health. Their incomes are usually not sufficient to provide satisfactory substitute care for the children and the home, as is the case with professional women. Fortunately, the widowed mother with small children is being relieved by grants administered under the Social Security Board.

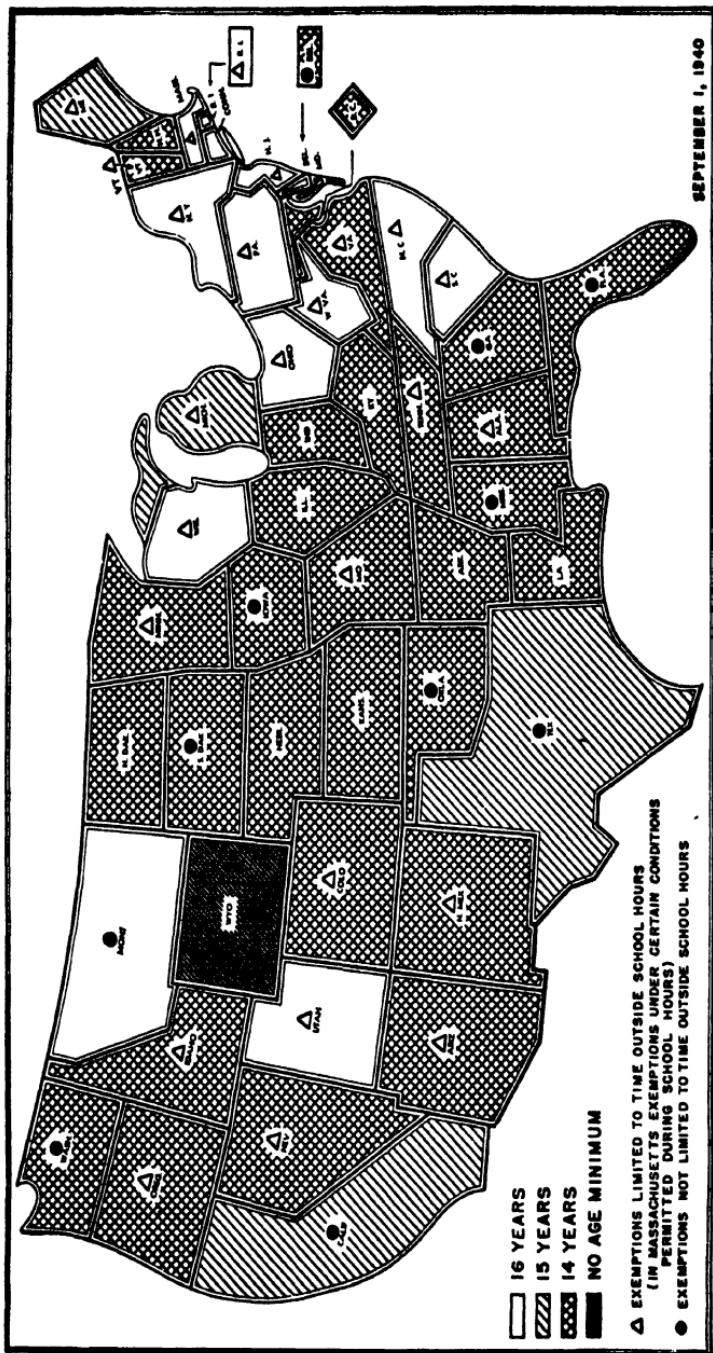
Wages and Hours Act of 1938. The Wages and Hours Act of 1938 created within the Department of Labor a Wage and Hour Division. One of the aims is to reach as rapidly as is economically feasible a universal minimum wage of forty cents an hour for each industry engaged in interstate trade.

The Act fixed a beginning minimum wage of twenty-five cents an hour and a maximum work week of forty-four hours, effective October 24, 1938. The minimum wage of twenty-five cents an hour increased to thirty cents an hour the second year. Above that point, the committee appointed by the administrator for each industry fixes the minimum pay, moving toward the forty-cent standard. Hourly maximums decreased to forty-two the second year and forty thereafter. All persons employed a larger number of hours must be paid time-and-a-half for the overtime—except in seasonal industries, running for not more than fourteen weeks a year, where employees may work fifty-six hours before overtime is paid.

This Act is significant to the family as tending to guarantee a basic wage income. It is also significant for setting nationwide standards for child labor. However, the Act is effective only in businesses and industries whose activities extend beyond the border of their own state. If a firm conducts its business within the environs of its own state, its employees are not affected by the Act, although minimum wage laws have been adopted by many states to insure basic wages to women workers.

BASIC MINIMUM AGE FOR EMPLOYMENT UNDER STATE LAW

(Applies to factories and stores, often to all gainful occupations except farm work and domestic service)



U S Children's Bureau map

Control of child labor. Society would gain in the end if idle men could be given work and if children might continue their education and be better prepared for useful citizenship. In the eyes of the law all persons under a minimum age limit are considered as children and are not allowed to work. This minimum age for child labor varies from fourteen to eighteen years in different states. What is the minimum age in your state?

Child labor for the support of the family may aid the family temporarily, but it means a loss later. When a child goes to work, his earnings are, in the long run, a loss rather than a gain, for it is necessary to sacrifice education, possibly health, and, as a result, future earning capacity. If the family is in need of aid, the community and not the children should assume this responsibility.

A century ago when public-spirited citizens were interested in the welfare of working children and were trying to promote a ten- or twelve-year age minimum and a ten-hour day for children workers, the English reformers were told that such standards would "ruin the industries of England." When legislation concerning child labor was first under discussion in the United States, it was claimed that it would "prevent development of manufacturing," and that "these working children were the sole support of their widowed mothers." Later arguments were that one state could not afford to adopt restrictions unless all states did; and then, when federal laws were proposed, that this would be unconstitutional—as indeed the first two laws were declared to be. A way to meet the question of constitutionality has been found, however, and federal and state laws are now checking child labor. Such laws must be bolstered by the school attendance law, and both must be enforced by trained officials.

The Fair Labor Standards Act. There are some sections of the country where boys and girls of fourteen or fifteen have been permitted by law to work ten or eleven hours a day or even longer. The National Child Labor Committee, organized in 1904 to prevent the waste of childhood in mines, mills, and factories, supported the principle that we should have a

national minimum standard of working hours for the protection of working children. This has been under discussion for years. The Fair Labor Standards Act of 1938 sets minimum standards for employment of children by industries whose products are shipped out of the home state. According to the Industrial Division of the Children's Bureau, "The child labor provisions of the Fair Labor Standards Act of 1938 offer a challenge and a hope to all those concerned with the protection of working children throughout the United States: a challenge to develop standards whereby boys and girls who go to work anywhere in the United States will be protected from the harmful effects of oppressive child labor in so far as they come under the federal act, a hope that in setting these standards through federal legislation and administering them in cooperation with the forty-eight States which make up our Federal Government, oppressive child labor will vanish entirely from these United States.

"There is no place in a successful democracy for oppressive child labor, and the Fair Labor Standards Act is designed to stop that evil in industries engaged in the production of goods for interstate or foreign commerce.

"The Act, which went into effect October 24, 1938, defines oppressive child labor as the employment of children under the age of sixteen years in any occupation. It makes exceptions in the case of a parent or person standing in place of a parent employing his own child or a child in his custody under the age of sixteen in an occupation other than manufacturing or mining. Children employed as actors in motion pictures or theatrical productions are not covered by the Act, nor are children employed in agriculture, except when legally required to attend school. The employment of minors between the ages of sixteen and eighteen in any occupation which is found and declared by the Chief of the Children's Bureau to be particularly hazardous for children of that age or detrimental to their health or well-being is also defined as oppressive child labor."¹

¹ Beatrice McConnell, *Oppressive Child Labor Is on the Way Out* (Washington, D C U S Children's Bureau Publication, January, 1939), p 1

Social security. Money incomes of families have generally been made more secure by the Federal Social Security Law of 1937, which provides for unemployment insurance, old-age pensions and old-age relief, aid to mothers of dependent children, and special aid to the crippled, blind, and otherwise handicapped.

Unemployment grants are provided for those temporarily out of work, in industry and commerce, in states cooperating by creating a system of unemployment insurance. Under certain conditions the Federal Government may tax the payroll of employers, and these funds are distributed to the states concerned which determine by law the amounts and conditions of unemployment grants. The purpose is that all workers shall pay in contributions which can be drawn upon when individuals are out of work to continue some income for the individual and his family.

The Federal Government similarly levies taxes upon payrolls to provide to aged workers two types of grants. first, old-age relief grants from the Federal Government to state governments to provide a share of the cost of the free grants made by the state to its aged who have no pension income; and second, old-age pensions to aged workers who in earlier working years paid in contributions based on their earnings and who are thereby entitled to a monthly pension after the age of sixty-five. Old-age relief is an outright grant to reimburse the states which provide free grants to their aged, old-age pensions will be a return on contributions collected from workers and will be administered directly by the Federal Government. An individual account is kept by the Federal Government, each worker being identified and recorded under an assigned social security number.

This law also provides federal aid to the state system of grants to mothers of dependent children—which began as the widow's pension law in various states about thirty years ago—and to the training of the crippled and handicapped, and the rehabilitation of the industrially handicapped.

These federal grants are administered by the Social Security Board, and from time to time there are discussions on chang-

ing the law as to benefits provided and as to widening the groups benefited; for example, it has been proposed to include household workers and farm laborers who were excluded in the original law.

Find out the provisions of your own state law regarding unemployment grants, old-age relief, old-age pensions, and the social security grants.

Social security and health. Will social security legislation be extended in time to provide medical care? Voluntary groups are already providing hospital care for their members by what is in effect an insurance system—one pays an annual fee of perhaps ten dollars per person or twenty-five dollars per family and in return has all hospital bills paid, up to a definite amount per year. Voluntary groups are being formed similarly to provide for medical costs up to a certain amount. Group methods have long been used in the industries and in schools. Experiments are also being projected for medical services furnished by a group of practitioners to subscribers who pay an annual fee. These and similar experiments may lead the way for a general sickness insurance program under government auspices, as is the case in many European countries.

Questions and Class Activities

1. How did women gain their “economic independence” or status as employed workers?
2. Why are married women earning in industry?
3. How is the situation different when married women carry on professional work?
4. List the types of “gainful” work out of the home in which married women whom you know are now engaged
5. Remembering that the married woman carries two jobs, which of these types of work seem best adapted for a mother with children? Which require special training?
6. Appoint a committee from your class to study the written answers to 2, 3, 4, and 5, and then make a written report to the class.

7. What is the general attitude among your acquaintances toward the advisability of married women earning outside the home?
8. What opportunities are there in your town or county for the employment of women?
9. An employer is able to employ a number of married women in the neighborhood. They live at home or with relatives and therefore have fewer expenses. How should their pay compare with that of men doing the same work?
10. What might be the disadvantages if a young wife, as well as her husband, works outside the home?
11. What are some of the conflicting opinions as to the reason why married women work outside the home?
12. What are the most serious home problems of mothers who are obliged to earn money outside the home?
13. When a mother is employed outside the home, what cooperation is needed on the part of the rest of the family?
14. Select a family that you know in which the mother is employed outside the home. In what ways do her earnings seem to benefit the members of her family—physically, intellectually, emotionally, and socially? What seem to be the losses to family life? (In any such case, make no comment or notes that could possibly identify the family.)
15. How would you answer the statement that the employment of women deprives men of work?
16. Of what advantage is it to a worker to feel secure in knowing that he is to have steady employment? How does this feeling of security react upon industry?
17. Study the Situations Wanted and Help Wanted columns in one issue of a daily paper. What is your conclusion in regard to the employment situation?
18. Study a factory or shop near you to find out the number of employees and the average number of days they were employed in the past year.
19. If you are near an agricultural section, report the employment situation and the wages for farm workers.
20. Select one individual plant in your community in which the employment situation seems to be fairly satisfactory. Appoint a

committee to visit the plant by appointment with one of the officials to find out some of the factors which help the employment situation there.

21. If a husband and wife are each working outside the home, do you think that life will be more interesting for them and will their home life be happier if they are working together, or will there be more zest for each if carrying on entirely separate, unrelated jobs?

IV

**FAMILY LIFE
TODAY**

UNIT 8

Personal and Family Finances

Have more than thou shovest,
Speak less than thou knowest,
Lend less than thou owest.

SHAKESPEARE

PROBLEM 1. HOW DO YOU HANDLE YOUR PERSONAL FINANCES?

Your personal income. Perhaps you think you do not have a personal income, but you do have some money to spend or else someone spends money for you. Suppose you recall some of the ways you spent your money last year and some of the ways in which your family spent money for you. Possibly you bought a bicycle. Was it worth what you spent? Even if it was not worth all that you spent, you learned something about how to buy so you will not make that mistake again. Where did you get the money for your bicycle? Did you work and earn it and save it little by little, or was it a gift? If you worked hard to earn the money, saving a little at a time to buy the bicycle, you may realize somewhat how much time and effort it takes on the part of your parents to provide you with spending money. Every time you put aside the money, you had to make a choice between spending it now for an immediate satisfaction or spending it later for a deferred satisfaction. Every time we make such choices we are learning about the value of money. If you earned the money to buy your bicycle, you realize how much it cost you in work and in money saved,

and you will likely take better care of it than you would if it were a gift.

The income which is now yours usually comes from one or both of two sources: an allowance from your family which is paid regularly every week or month (or irregularly when one needs such things as shoes, sweater, school lunches, and tickets for the movies), and from your own earnings after school and on Saturdays. Whatever the source, the money which we spend is directly related to the other members of the family.

How much do you cost your family? There is no way of measuring the amount of time and work and, perhaps, anxiety that our families have expended on us. However, our money cost to our parents might be estimated. At one time the Metropolitan Life Insurance Company estimated the money cost to parents of a child from birth until eighteen years of age. These estimates were based on the cost for eighteen years of a child in a family of five persons—father, mother, and three children—having a total annual income of \$2,500, which is larger than the incomes of many of our families.

Being born	\$ 250
Food	2,500
Clothing	1,000
Shelter	2,400
Education	50
Health	284
Recreation	134
Toilet supplies	54
Sundries	510

The estimate for education is small because not all children complete both grammar and high schools. It is assumed that the average child attends public schools for nine years, of which one is in the high school. This does not figure directly as a family expenditure, but the family purse does pay for such minor items as textbooks, stationery, and incidentals, estimated to cost about fifty dollars in the course of the school years.

If this \$7,182 is the cost of the average boy or girl for the

first eighteen years of life, some of us must have cost more and some less to bring the average to the above figures.

Purpose in spending money. What is the real purpose in spending money? Is it not to gain satisfaction? Perhaps this satisfaction may come through the purchase of a much-needed suit for one's wardrobe, a ticket to the ball game, a share in a savings account, or a radio for which one has been saving for a long time. The quality of a satisfaction is fully as important as the quantity.

Some people tell us that we should use our money for the three S's—Spending, Saving, and Sharing. We spend some of our money for pleasure, some for things we actually need. We save some for a particular purpose, possibly to gain further education after high school. We share part of our money with others through contributions to church and charity, and as gifts, otherwise we become selfish. Spending, saving, and sharing are all good experiences to have, and they arise in using money. In order to use money to gain the greatest satisfaction, we should make a plan for spending and include in it allowances for saving and sharing.

Making a personal spending plan. How much responsibility do you have for your personal expenditures? All money represents labor on the part of someone, and the ability to use money wisely is so essential for happiness all through life that much experience and training is required. It takes experience to gain skill in handling money. A good time to begin is now while you are in school. Regardless of the size of your allowance or income, you will want so many more things than you can possibly buy and still stay within your income that a plan of spending is needed as a guide. A budget is a plan made in advance to serve as a guide for spending. The same plan will not satisfy any two people, for they have differing needs and wants; therefore you cannot take a ready-made plan and adopt it as your own.

First of all you will need to have some idea of the amount of your income. This should include your allowance and earnings, whether regular or irregular. If they have been irregular, estimate the minimum amount of money which you expect;

then make a plan based on the least amount which you may expect. Such a plan may not help you to save more, but it should help you to take better care of both your needs and your wants. Otherwise you may be tempted to supply your many wants, forgetting some very essential needs.

Make a list of the various kinds of expenses which should be met by your income for the next six months or year. This is to be your own personal budget.

No one else knows as much as you do about your habits, tastes, and requirements. The list of items suggested on page 181 is based on the experiences of other young people of your age. Your list may look quite different from this, but such a plan will help you to anticipate your various expenses, and you will be better able to take care of both your needs and some of your wants. You can direct the spending of your money instead of wondering where it went. Genuine satisfaction will follow if you include those three S's. Most of the money which you now have will be spent for things you need; some will be spent for pleasure. There can also be a portion for others, though small, and another portion for savings.

Divide your expected income among your expected expenditures, making a generous allowance for those which seem to you most important. Your past experience will help you in making your estimates. Enter these proposed expenditures in column A.

Keep a record of your expenses to prove that your plan is being carried out as you intended. Although you may buy a personal account book, you may prefer to make your own. The expense book should include your budget plan for ready reference to compare your actual expenses for each month or week with your estimated expenses for that period. You can rule a blank book with columns, making at least as many columns as you have items listed in your budget plan, and putting the names of the items at the top of the columns.

Finding that you have allowed too generously for some items and not enough for others, you may wish to modify your budget. A budget does not limit you. Instead, your money income sets your limitations.

My budget based on my income of \$_____

From _____ to _____
 (date) (date)

ITEMS	(A) PROPOSED AMOUNTS		(B) CORRECTED AFTER TRIAL	
	Monthly	Weekly	Monthly	Weekly
Savings				
School Lunches				
Clothing				
Hosiery				
Shoes				
Hair Cuts				
Toilet Supplies				
Recreation				
Candy				
Club Dues				
Sharing and Gifts				
Miscellaneous				

Learning by spending. We all learn chiefly through our mistakes. Some member of the family may make a grievous error in the process of learning to handle money without any help from the experienced head of the house. No parents can

Personal Expenses

live long enough to look out for their children all the days of their lives. They must sometime learn to run their own finances. It will be considerably easier for them to learn to buy things at the very beginning of their wanting money; otherwise they must first unlearn the lesson taught by years of experience in "jollying Dad along" to get the cash or credit they desire, without carefully weighing for themselves the reasons for and against use of money.

Questions and Class Activities

1. With the help of your family, estimate the cost per year of a high school education. Because you have had the privilege of a high school education, what is your responsibility to your family? To your town?
2. What is the purpose of spending money?
3. What are the steps in making a plan for spending?
4. What is a budget?
5. If you were entirely self-supporting and away from home, how much would you need to earn to support yourself in this community? What would room and board cost a week? If you maintained the same standard of dress as now, what would your clothing cost a year?
6. Are there any advantages in using the summer vacation to earn money?
7. When brothers and sisters borrow from each other, what problems may follow? What seems a desirable rule for such borrowing?
8. What articles do your friends borrow from one another?
9. Might a personal allowance cover other needs not already mentioned? What?
10. Keep a classified record of your personal expenses for a week, then for a month, and finally for three months. Study these personal accounts to see how you could have spent more wisely. Which types of goods do you spend more money for?
11. Based on this experience, budget your allowance for the next three months and follow your budget plan carefully. After keep-

ing a record of spending for three months, consult your family and see if they would like to give you a regular allowance, provided that you would keep a classified record of your expenses.

12. When you have spent your personal allowance, what arrangements would it be fair to make with your family before the next payment is due?

13. Study the record of your expenditures over a definite period of time. Where are the small expenditures that give you only temporary satisfaction with nothing to show?

14. What items of clothing might be purchased from your regular allowance?

15. Mr. and Mrs. Wilbur Snow and their three children live in your town. Mr. Snow is a postal clerk receiving an income of \$35 a week. Paul, the oldest child, is a senior in high school. He has a flock of chickens and sells both dressed chickens and eggs. He also works in a store on Saturdays. Should he contribute any money to the family income? On what basis should he provide chickens and eggs for the family? How should he use his money? As long as Paul has a small money income of his own, how should he share in the income earned by his father?

16. Mary Snow is a sophomore in high school. She helps her mother at home and can make some of her own clothes. Betty Snow is eight years old. Should Mary and Betty both have allowances? If so, how should they use their allowances?

PROBLEM 2. WHO CONTRIBUTES TO THE FAMILY INCOME?

Money income. It is usual to think of the family income in terms of the amount of money which flows into the family treasury. The family income is earned by one or more members of the family, probably by the father. It is then used to meet the common needs of all; and if there is a margin beyond that required to cover the necessities, it may provide for some of the personal desires of each one in the family.

The money income may be received from wages or salary by the day, month, or year; or from accumulated wealth or property held, such as rent for a house owned by the family, profits

in business, and interest on a deposit in the savings bank or on a government bond. Perhaps the family has worked and saved together to secure this property. Gifts and legacies, usually kept to yield income, should be considered as part of the accumulated wealth of the family. As the income from these sources is not dependent upon their personal earnings, it will provide means for future security or for business ventures.

The kind of work that the main wage earner does and the amount of money that he earns determine to a large extent the pattern of living of that family. His work may determine where they live, what time they should get up in the morning, the kind of breakfast they eat, and the kind of clothing they wear. The amount of money he earns may determine how many of the family must work, the type of auto they will use, how long the children can stay in school, the street on which they will live, the kind of a house they will live in, how much can be paid for rent, and whether they can own a home or other forms of property.

The actual worth of an income cannot be represented by money alone. It may depend upon the place where the family lives. In small towns in some parts of the country, where rents and costs of living are less, a \$2,500 salary may be able to buy more satisfactions for the family than a \$4,000 salary in a city. An income which seems to be enough for one family may be inadequate for another family. A small family may require less than a larger family. It costs less to live in some places than in others. Some homemakers, better managers than others, are able to make a little go a long way. One family may be strong and healthy; another may have much sickness. The important factor of the standard of living of each family will be discussed in the next problem.

Size of income. There are large differences in the size of incomes. At the lower end of the income scale there are some who lack the physical necessities of life, who are never comfortably clothed or free from hunger. At the upper end of the income scale are those whose money income far exceeds their ability to spend wisely. Many possessing such wealth invest considerable amounts to carry on educational and charitable

enterprises, thus benefiting many others. But the mass of people are in between those who are called "poor" and those who are called "rich." Fortunately for all of us, if we have the minimum necessities, the ability to enjoy the satisfactions of life need not be limited by one's income, but can be cultivated by education.

"In the prosperous year 1929, one-third of America's families had incomes under \$1,200, one-third received \$1,200 to \$2,000, and one-third received over \$2,000. The families with incomes below \$1,200 a year could not afford to buy or rent good homes."¹ It is difficult to secure enough information to gain a fair picture of family incomes in so large an area as the United States.

"As a matter of fact, there are tremendous variations in income. Some families went through 1936 without receiving any money income apart from relief, while at the other end of the scale there were sixty-one families with incomes of more than a million dollars. There were wide differences, depending on occupation, on the number of wage earners in the family, the size of the city, and the section of the country. But a very large proportion of the total number of American families were within the \$100 to \$125 a month range.

"In a study made in two cities of industrial New England, for example, it was found that the typical annual income for families who were not on relief was \$1,347—half of the families getting more and half less. In seven cities of the Central West it was \$1,147—just under \$100 a month—while four cities of the Pacific Northwest had the best record—\$1,555 a year, or just over \$125 a month. In two small cities of the South the typical annual income was \$1,252 for white families and \$419 for Negro families. In New Orleans, white families received an average income of \$1,310 and Negro families an average of \$841.

"In general, persons living in the big cities enjoy somewhat larger incomes than those listed above. Half of the families in Chicago received more than \$1,684, while native white fam-

¹ Building America, "Housing" (New York Society for Curriculum Study, Inc., April 11, 1936), p. 13

ilies in New York, as might be expected, ranked highest, with a typical income of \$1,814. In contrast, half of the families in Kansas and North Dakota villages had incomes of less than \$1,000 a year, and half of the farm families the country over received, in cash and kind, less than \$1,100."¹

Additions to the income other than money. There are also invaluable additions to the family income other than money. The most important is that from management. Through her skill in organizing work, her ability in wise purchasing, and her good management of all the resources of the family, a mother makes a priceless contribution. The ability to spend money is equally as important as the ability to earn money, and the woman who spends really determines the kind of world in which her family will live. By the choices which she makes in spending she can bring charm and beauty into the home. In the selection of foods, she is providing either good health or ill health. In fact, on the homemaker's managerial ability in choosing and planning rests the major responsibility of determining the number of daily satisfactions and of future satisfactions which the family will enjoy.

Still another valuable contribution to the income is the useful work or personal service rendered by the various members of the family. When you do things for yourself or your family, you make it possible to use the money income for other purposes so that it is extended and will go further, thus providing more satisfactions for the whole family. These are unpaid services in which all share, and which add a money equivalent to the income. There is first the mother's daily round of housework or housekeeping. In a real home all members contribute services. If the father is able to build shelves into the linen closet or to paint the garage, the sum of the painter's or carpenter's bill is saved for another use. If the son mows the lawn, cares for a garden, or cleans the windows, or if the daughter helps with the housework, makes a dress, and keeps her

¹ Maxwell S. Stewart, *How We Spend Our Money* (New York Public Affairs Committee, 1938), p. 2 Price, 10 cents

For a complete report National Resources Committee, *Consumers' Incomes in U. S.* (Washington, D. C. Superintendent of Documents). Price, 30 cents.

clothing well cared for, a substantial contribution to the family income is made.

Social wealth and community expenditure make a distinct contribution to the family income. This is so important that its extent may be a determining factor in choosing a place to live. Common examples of social wealth and social income are public highways, public buildings, parks and recreation grounds, public health services, public schools, free libraries, water supply, sanitary disposal of waste, art galleries, museums, and free concerts.

The adequacy of a particular income for a particular family will depend upon the size of the family, the neighborhood in which they live, their standard of living, the practical abilities of the family, and the willingness of all to cooperate.

Satisfaction through spending. Therefore when we consider the income of the family, we should keep in mind that this means far more than the actual money income which a father or some other members of the family earn. To be sure, all of these several sources may not apply to all families, but most families are better off financially than the money income would indicate. They are better off to the extent to which all of the family will cooperate in securing a sum total of satisfactions. Each one who is old enough to know what it costs to live should contribute his share to the family income by working, by learning how to spend, and by caring for family and personal possessions. If all cooperate on this basis, the family income includes far more than money earned outside the home, although we cannot minimize the importance of this. A thoughtful husband realizes that he is not the only means of support for his family. He knows that he is not giving his money to the family, but is merely doing his part in the co-operative homemaking to which his wife and his children are also contributing.

Questions and Class Activities

1. List expenditures which the usual family income covers.
2. What are the sources of money income for a family?

3. What factors other than money contribute to a family income?
4. In your community what forms of social income are available?
5. What personal services can you render in your own home which make an addition to the family income? Should you be paid for any of this work?
6. What personal services are your mother and father contributing in your home for which they receive no money compensation? What is the real compensation enjoyed by all who contribute to the family's living?
7. What wedding gifts might be made to young people which would bring satisfaction in use in their new home?
8. Frances Scott and Paul Jones have been married two years. They have decided to move out a few miles into the country where they can have a little home with a garden in a pleasant neighborhood. With his small car Paul could easily drive to and from his work in town. They wish to buy the little house which exactly suits their needs. As long as Paul is in town all day, Frances has considerable free time. She would like to be able to add some money to their income. What might she do?

PROBLEM 3. WHAT STANDARD OF LIVING SHALL BE ADOPTED?

The standard of living. What is meant by the standard of living? It is "what is expected of us" by the community and our associates according to our station and ability. Mrs. Abel describes it as follows. "Food, shelter, and clothing, that masterful trio under which we group the absolute needs of our material life, hold the whip over us; from our labor each must be satisfied, else labor itself fails. But when we have set aside out of our income the minimum for comfortable existence, when we are warmed and clothed and fed and safe from the storm, may we then begin to divide up the rest of our money as we will? That godlike thing, the Power of Choice, which has been our goal, have we reached it? No, there is another compelling power which also holds the whip, and it may be the most stinging whip of all. We call it the Standard of Living."¹

¹ Mary Hinman Abel, *Successful Family Life on the Moderate Income* (Philadelphia J B Lippincott Company, 1921), p 213



Pine-tree shillings were the first silver coins minted in the colonies. Captain Hull, the Mint Master, was able to give his daughter, as her dowry, her weight in shining coin. (Courtesy of Springfield, Mass., Public Library)

The standard of living is made up of all the satisfactions which are considered necessary by the individuals, the family group, and the social group. These satisfactions may seem so important that we may be willing to get along without almost everything else, perhaps postponing marriage until larger earnings are possible, perhaps limiting the size of the family after marriage, or perhaps working longer hours. These satisfactions which we may each feel are so essential depend upon the customs and traditions of our social group and the ideals and manner of living of our own family. Thus the standard of living may not be what we actually possess but what we would like to have and expect to possess sometime.

The scale of living. The standard of living is different from the scale of living, which means the things bought with money: the pounds of meat, the quarts of milk, the automobile, the books, the pictures, the washing machine, the cigarettes, the cosmetics. The scale of living can be measured in concrete units and partially expresses the standard of living.

"One's standard of living is in his mind. It is his conception of the way he wishes to live. It is the embodiment of his desires. One's scale of living is the way he lives, not the way he wants to live. If one who is living in a tenement wants to own a home; if he patronizes movies when he wants to go to operas; if he walks when he craves an automobile; if he toils six days a week when he wants to spend the winter traveling in Europe—he has a standard of living far above his scale of living."¹

Money income and standard of living. The amount of money the family has to spend has a great deal to do with the standard of living or the satisfactions which the family is accustomed to enjoy. Because a family with a low income can usually provide little if any means for satisfying wants beyond the bare necessities, they are said to have a low standard of living. The place where they live, the food they eat, and the clothing they wear must be bought without considering the preference of any member of the family. Because of the size of the income many things the family would like to enjoy can-

¹ D. D. Lescouer, *The Labor Market* (New York: The Macmillan Company, 1919), p. 95

not be secured. The family may wish to live in a certain house on a certain street, but the amount of the income decides where they can live. To choose to live in a neighborhood in which families have similar incomes and similar tastes will increase their satisfactions.

A family with a larger income can provide for more of the things which they enjoy, so they are said to have a high standard of living. A high standard of living is more desirable than a low standard because the larger income can buy more of the satisfactions which the family feels it must have to enjoy life. When a family has a high standard of living, a relatively smaller proportion of income is spent for food, clothing, housing, and operating expenses; and they can express some choice and preference as to their food, clothing and housing. They can provide adequately for health, social life, emergencies, and savings. Individual members have a chance to satisfy some of their personal desires. This may not necessarily mean spending much money, for with a modest money income a high standard of living is possible if the wants of the various members of the family are in harmony with what the income can provide.

The pressure of the standard of living is felt especially by people of good standards who have small incomes. It may be that their work is such that they are expected to live in a certain section of the town and observe certain conventions as to hospitality, dress, and social activities. In order to do this, rigid economies may be practiced within the home so that what meets the public eye may seem "fitting."

Standards of living as family standards. Although there may be very little difference in income, some groups may exaggerate trifling distinctions which may make a difference in what is expected of them and the way in which they are expected to live. The family of the man who works with a saw may have a different social status than the family of the man who lays bricks. The family of a garbage driver who does his work at night may be held in higher regard than the family of the garbage driver who does his work in the daytime. In a

southern town a mother may clean her own front porch if she does the work early in the morning before she can be seen by the neighbors.

"There may be somewhat different standards to be observed by the single individual, by the childless couple, and by the family at the peak of the burden of rearing its children. The childless couple, or the family whose children have attained maturity, usually is expected to meet demands from which the family with a number of growing children is, for the time at least, exempt. When mothers of small children entertain, they are expected to conserve their strength as well as their financial resources by serving simple meals and by omitting unnecessary elaborations in decorations and entertainment. Furthermore, many women without children maintain that they are expected to provide more extensive meals and more elaborate service, to dress better, to keep their houses more meticulously, to give more generously, and to spend more time on community activities which take the housewife away from home than are the mothers of small children. . . .

"The family whose members have a wide range of interests, a good education, and enough income to gain admittance to a variety of social groups can have considerable freedom in working out its own standards. In case the members do not care to observe closely the standard of some one of the groups with which they might associate, they can find some other worth-while association to take its place. In the upper income levels it is customary for individuals to move in many groups. . . . As far as possible, every family should work out for itself an individualized standard of living which will satisfy the fundamental requirements of the various groups with which the family is identified, and which at the same time will enable the members of the family to follow out their particular interests."¹

Mrs. Abel gives a workingman's view of "pulling together" with his relatives and friends: "It is foolish to try to get away

¹ Howard F. Bigelow, *Family Finance* (Chicago J. B. Lippincott Company, 1936), pp. 44, 45

from your relatives and old friends and pretend to be above them. You can get together and help each other in all kinds of ways if you live in the same neighborhood. When my relatives buy houses on the installment plan, we don't give out a cent for repairs, among us we have all the trades and we work evenings for each other. But the best of it is, the children are satisfied with what their cousins have, and that is half the battle."¹

Young people and the standard of living. Young people who have tasted luxury in the homes of their parents and have enjoyed its flavor may find it difficult to "begin at the bottom" when they marry. When they begin life in a new home of their own, they will not be able to afford all the things which they have heretofore taken for granted and which they feel are essential. The living to which they have been accustomed at home may be possible only after years of hard work. What standard shall they adopt? Shall they struggle "to keep up appearances" in an effort to maintain a certain social position beyond their means? Or shall they make contacts in another social group of congenial people with similar incomes but maintaining a lower standard of living? The standard of living should be in harmony with the size of the income. What shall they do without so as to be able to move in their social group? Can they continue in many activities in their own group but restrain their expenditures? While we cannot ignore the standards of our associates, it is a pity if they are allowed to rule us. Our estimate of values is tested if we are able to resist accepted standards that are really beyond reach of our income.

There may be others in your group who need the encouragement of your decision to give them backing. If you can unite in group action, it may be helpful to you and your friends in adopting a standard of living which is suited to your family and appropriate for your income. These are problems that need serious consideration if the happiness of the family is to be insured.

¹ Mary Hinman Abel, *Successful Family Life on the Moderate Income* (Philadelphia J B Lippincott Company, 1921), p 219

Questions and Class Activities

1. What is the difference between "standard of living" and "scale of living"?
2. How do we gain our standard of living?
3. What are some factors which change our standard of living?
4. When may a standard of living be said to be high?
5. A young man with limited income wishes to surround his bride-to-be with the comforts and luxuries to which she has been accustomed in her father's home. Contrast the standard of living to which she has been accustomed and that which the young couple can afford. What questions might need to be considered in choosing their standard of living for the new home? What part should the older generation have in making the decisions? How can the bride learn to get along with less?
6. List the essential satisfactions which you think should be secured in setting up a new home. Is there danger in setting requirements too high? How did young couples on the frontier face this problem? Is not city life an economic frontier for young people today? What income do you think would be required to gain these satisfactions?
7. Recall certain possessions which you or your family formerly regarded as luxuries and which are now considered merely as essential comforts.
8. Society measures your success or your failure by your ability to live up to certain accepted standards. What are some of these accepted standards in your group? Have not a young couple the right to set their own standards for their new home? What income do you think would be required to gain the essential satisfactions in starting a home in your community?
9. A merchant directing a series of stores in various sections of the country prefers young married men as apprentices for managers. One qualification is that their wives shall be capable, able to manage on a limited income, and willing to sacrifice nonessentials in order that their husbands may be contented and free from petty financial worries. What specific qualities would such a wife possess? How would her abilities and attitudes react upon his situation in business?

10. Ask someone—a friend, relative, clergyman, or doctor—what he considers the best values in our American way of living. Make your own short list of high values or objectives starting with “health.”
11. T D Eliot’s list of values include safety, shelter, health, education, employment, recreation, and aesthetic and spiritual values. What agencies in your town help create each of these values for you?

PROBLEM 4. HOW IS A FAMILY SPENDING PLAN MADE?

A cooperative undertaking. Spending a family income satisfactorily is an undertaking which requires the combined efforts of the whole family. The greatest amount of satisfaction is gained if parents and children can plan together in estimating the income and in making the plan for spending. When children can share in making plans for spending the family income, they will begin to realize that each member has a responsibility for thoughtful spending regardless of who provides the income. From their larger experience parents and older brothers and sisters can help younger brothers and sisters to anticipate their needs. This sharing will help all to realize the extent and limitations of the family income and gain some appreciation of the problem of stretching the income to care for all the needs and some of the wants.

The ages, activities, and interests of each will modify their needs. Naturally, each will be eager to know what his share of the income is to be. Discussion will help each to understand the point of view of the others and help to prevent misunderstandings and unhappiness.

Considering needs and wants. We need a house which will protect us during the changes of climate in the place where we live. In the South, this will be one kind of house, one with little need of fuel and much need of shade and refrigeration. In the North, it will be another kind. But protection from the elements is not enough to give us satisfaction. We want to live on a certain street, with certain neighbors, in a certain kind of dwelling.

Through association with others, the number of our wants may be multiplied as we try to imitate our associates who seem to be having a good time in satisfying their wants.

No two families would agree upon the wants which they consider imperative. The differences in their values would be due to their geographical environment, their social connections, and their customs, the roots of which lie in childhood learnings. We all want food to satisfy hunger, but we also want the foods which we particularly enjoy, whether they are in season or not. We want clothing to keep us warm in winter and cool in summer, but we want clothing of certain modish types, the kind worn by the people with whom we associate or by those with whom we would like to associate.

Mechanical invention provides many things which add to comfort and pleasure. It is only natural that we want to enjoy these things. The size of the income does not expand and keep pace with our increasing desires and wants. Therefore we must sacrifice some wants to gain others. Some families make considerable sacrifice in order that they may own and operate an automobile; others make a great sacrifice to provide educational advantages for their children.

Using a family council. A family council every month, where each one may present his own needs and wants and where the family gets a common understanding of the whole problem, stimulates each one to make his own special contribution, so that the money income may be extended as far as possible.

If all of the family have a chance to share in this get-together, it may prove to be one way to promote family understanding and unity. Thinking of themselves as a whole—husband, wife, parents, and children—the family can have frank discussion of the relative needs and wants of each member, and the needs of the future. Then as choices are made, the budget becomes a way of developing a philosophy of life. It may mean a choice between steak or chicken once a month or once a week so that Charles may have piano lessons. Or the twins and mother may decide to make over party dresses and wear last season's coats so that they can have a new radio.

Silk pajamas and silk shirts for Carol and Charles would be extravagant if mother would have to wear her old dress another season. Obviously choices must be limited. Those who are to share in the responsibility of spending should have some share in the responsibility for planning. Thus, learning how the size of the income imposes limitations, gradually the family realizes that the budget does not limit expenditures.

In a family council the father tells of the fixed charges, such as taxes, coal bills, and life insurance, that may be coming due during that month. Then the mother gives the amounts that will cover her expenditures for food, laundry, house linen, or other equipment for the home, telling the cost of any other special household purchases that should be made. Each child expresses his desires, and the parents mention any personal expenditures they may wish to make. After putting aside a fixed amount which represents savings, they figure together the apportionment of the rest.

These are some of the advantages the users of this plan have found in their cooperative budget: The family council makes it easy for the man of the house to meet heavy expenses; he knows that when his taxes come due, he will not have an unusually large bill from some department store because of the purchases of one of his children. It also teaches responsibility in the use of money to the husband, wife, and children alike. Each month they must realize that if all their desires are satisfied, some other member of the family must be denied what he needs. In this way, a keen sense of justice is gradually developed. Children particularly are often more thoughtless than selfish in their demands upon the family income.

The family council leads every member of the household to look ahead and plan for his needs so that each one will not want at the same time a winter coat or some other expensive purchase. It also gives all the members of the family an understanding of the task of carrying on a household. The wife has some realization of the large expenditures that her husband has to meet. He also has a clearer appreciation of his wife's problems in trying to administer the household finances.

The children profit from a discussion which will give them a desirable preparation for their own homemaking, which too few young people now acquire.

Planning allowances for children. The only way we can learn to use money is to have some money to spend. Probably a good time for children to begin to spend is when they realize that money can be used to buy something desirable. The size of an allowance depends more upon a child's development than upon the status of the family or the size of their income. A few cents a week may be an adequate allowance for a young child. But it is important that the allowance should be paid regularly. As he grows older and can assume more responsibility for spending, there can be a progressive increase in his allowance.

Some families feel that children should not be paid for routine work but instead should be provided with a regular allowance. Pay is not given unless they are doing work for which the family would otherwise have to employ someone else. If children are present at the family council when the plan for spending is being discussed, they have an opportunity to see how the income must be stretched. The council may decide that it will be fairer not to pay for any work done at home, but to give reasonable allowances instead.

The story is told of one mother who realized that her thirteen-year-old son must be given some responsibility in order to learn the value of money. The family lived in a section of the country where the winters were severe. The previous winter her son had lost eight pairs of mittens. She increased his allowance to fifty cents a week, bought him a good pair of mittens, and told him that he would be expected to keep himself supplied with mittens the rest of the winter. Of course if he lost those mittens, he would have to buy new ones out of his fifty-cent allowance. That one pair lasted him all winter. Apparently he decided that he would get more satisfaction out of spending his money for something other than mittens. If one allowance is all spent before the next is due, there is a chance to learn how to borrow or how to lend.

Suggested Budgets for Individuals and Families¹

For Single Men and Women

Monthly Income	\$65 00	\$90 00	\$125 00	\$150 00	\$200 00	\$250 00
Savings.	7 00	20 00	30 00	40 00	60 00	85.00
Room and Two Meals	30 00	35 00	45 00	50.00	55 00	65.00
Luncheons	6 00	7 00	8 00	10 00	10 00	10 00
Laundry	2 00	3 00	4 00	5 00	7 00	10 00
Clothing	10 00	12 00	18 00	20 00	25.00	30.00
Advancement	10 00	13 00	20 00	25 00	43 00	50.00

For Families

Monthly Income	\$125				\$150				\$200				\$250			
	2	3	4	2	3	4	2	3	4	2	3	4	2	3	4	2
Number in Family	25	15	10	30	25	20	50	45	37	65	55	50	25	20	15	10
Savings	25	35	40	30	35	40	30	35	45	35	40	50	25	30	35	40
Food	25	25	25	30	30	30	40	40	40	40	50	50	25	30	35	40
Shelter	18	18	18	20	20	20	22	22	25	25	30	30	18	20	22	25
Clothing	12	12	12	15	15	15	18	18	18	18	25	25	12	15	18	20
Operating	20	20	20	25	25	25	40	37	35	50	50	45	20	25	30	35
Advancement																

¹ Society for Savings, Cleveland, Ohio, budget leaflets, also Household Budget Book, 50 cents, Personal Expense Account Book, 20 cents

Making a family budget. Making a family budget is more complicated than making a personal budget, for more people are directly concerned with the results. What does the family want most? It is safe to assume that they want happiness for all members. A budget conference helps them to decide how they will get the kind of happiness they wish.

Before making a plan for spending, we need to estimate the probable amount of the family income. Otherwise we shall not know how much there will be to spend. Perhaps the income is irregular. We can estimate about how much it will be, and with irregularity there is all the more need of a spending plan. It may be that with changing family situations the same budget cannot be used two years in succession. The plan for one year will serve as a guide for the next year.

A couple just starting out in life can have little idea as to the actual cost of supporting a family. They cannot hope to afford all that they have been enjoying in their parents' homes where the family income was larger.

Standard budgets are sometimes printed for families of different ages and different incomes. No one can make an adequate plan for any other person or any other family which can be adopted outright. But it is interesting to look at proposed budgets which might serve as a guide in comparing one's own plans.

Account keeping. No business would last long without keeping record of expenses to show how the plans of operation are proceeding. There is fully as much need of an expense account for the family, to show whether the actual spending is following the plan for spending. Some banks and insurance companies provide good household account books, or you can make one suited to your need. It is important to select a plan for recording expenses which is so simple and easy that it will take little time. Each monthly or weekly record should be compared with the budget plan for that interval to see if the plan is meeting the needs of your family.

As the budget is only a guide for spending made in advance, experience will show how it will need to be revised from time

to time. An increase or decrease in the income will naturally modify the spending plan also.

Questions and Class Activities

1. What are some of the choices which you have had to make which involve an expenditure of money?
2. Why are so many of the choices which we have to make concerned with the spending of money?
3. List choices which you and your family make for which you need not spend money.
4. Make a list of the "wants" that you are consciously striving to gain now. Which of these are actually needed?
5. If your mother took a three months' vacation, what difference would this make in the cost of operating your home?
6. Assuming that your father or the member of your family who earns the money income is without employment for three months, make a plan for financing the family during this interval.
7. A mother and father both earn money incomes. Suggest a plan for handling this type of double income which you think would give the largest measure of satisfaction to both a husband and a wife.
8. Discuss with your parents and others the experience which some family is having in handling a money income which is earned by two or more members. What method is being used to handle their income? To what extent does it seem to be satisfactory?
9. When a grown son or daughter begins to work away from home, how may their earnings be brought into the family budget and spending plan? Suggest different possibilities. In a spirit of fairness how should the choice of a plan be made?
10. What are the various ways in which a husband and wife can handle a family income?
11. Who should make the plan for spending the family income?
12. If either a boy or girl of ten has an allowance of a dollar a week, what necessary expenditures should this allowance cover? Under what conditions do you think the allowance might be increased?

13. Mary Snow is a sophomore in high school. Her brother Paul is a senior in high school. Should each have the same allowance for clothes? For personal expenses?
14. Mr. Snow is a postal clerk. Do he and his wife need equal amounts for clothing?
15. Does Mary Snow need as large an allowance for clothing and personal expenses as her mother?
16. If family finances are handled on a partnership basis, what privileges and responsibilities would this give to a mother, a father, and each of the children?
17. What is the purpose of a family council? What are its advantages?
18. How might a family council be of use in ways other than handling family finances? Name two other kinds of problems which could be discussed.
19. Ask your parents for the privilege of keeping a record of food costs for one month following the classified plan suggested in the text. At the end of the month check your record to see if you have spent one-fifth of the total food costs for each food group. Let your summary also show the number of meals at home for each member of the family.

PROBLEM 5. WHAT NECESSITIES MUST BE CARED FOR BY A FAMILY INCOME?

All families must eat, wear clothes, and have a place in which to live. The money spent for housing, food, clothing, and maintenance we call living expenses, for they are necessities of life. The largest share of any ordinary income must be spent for these essential physical needs. The "minimum family income" means more than enough to sustain life; it means enough also to maintain health, working power, and self-respect.

A place to live. The choice of a place to live is a very important matter, for we must consider (1) conditions that promote good health, (2) convenience to the place of business for those who work outside the home, (3) distance from school,

and (4) the social life of the neighborhood. Shall it be an apartment in town, limited in space but providing steam heat, janitor service, mechanical refrigeration, and other conveniences? Or shall it be a half of a duplex house, with more sky, more sunshine, and a small yard? Or shall it be a house in the country with a roomy yard, a garden, fruit trees, and a back-yard poultry pen?

The amount paid for rent depends much upon the location. The occupation of some men may influence considerably the neighborhood and the type of house the family is expected to live in: a lawyer, a businessman, or a teacher, because of his position, may be expected to live in an attractive home where he can entertain his business associates or students. Another man engaged in another type of work may not have these social demands, but there may be other claims which he may have to meet.

Cost of housing. Usually there are a number of considerations in the situation which must limit the choice of a home. The size of the income may not accommodate one's first choice, for the cost of one month's rent should not exceed one week's earnings. Or, stated in another way, one-fifth of the income or less should be the limit for rent, unless the income exceeds \$3,000. In buying a house, the sum paid should not be more than two or two and a half times the amount of the annual income. That is, a family with an income of \$3,000 would not be justified in buying or building a house that will cost more than \$7,500.

Furthermore, in a desirable residential neighborhood, there are less obvious items which add indirectly to the actual rent. The cost of food in the shops in this section is usually higher. The standards for dress may be such that one feels compelled to spend more than a fair amount for clothing. If the distance from business, church, school, and markets is such that transportation must be provided, this also is an addition to the cost of housing.

Ownership or rent. Whether or not we shall rent or own a house is a matter to be considered carefully. Perhaps we can have no choice, for the size of our income determines whether

we can afford to own a home. When the income is too small, it is discouraging to attempt home ownership, which may require the use of money needed for adequate food and suitable clothing.

There are certain advantages in renting. There is no responsibility for taxes, upkeep, and repairs. If one wishes to move to employment elsewhere, he is not obliged either to stay in a certain community because his home is there or to sell at a disadvantage. As the family increases or decreases, a home can be rented to accommodate the size of the family. If the neighborhood becomes undesirable, one can move more easily.

But where owning is feasible, it is usually worth the effort. Some people say, "It is just as cheap to rent as it is to own a house." This may be true if we think only of the yearly cost. But if a house and lot are purchased by monthly payments, at the end of a certain period we may find ourselves in full ownership of a home, rather than possessing just a bundle of rent receipts. Paying for a home can thus be thought of as an excellent way of saving. The home owner tends to take more seriously his family responsibilities regarding their home. Having made a large investment in the house that shelters his family, he is in a frame of mind to overlook drawbacks and exert himself to the utmost to improve his home. Taking pains to keep property in the best possible condition and putting thought and energy into the making of repairs and improvements, the householder is engaged in something that promotes family welfare. Nothing inspires loyalty so much as does the forgetfulness of self in hard work for the object of one's affections.

Operating expenses. There are various items required to maintain a house, such as heat, light, water, cleaning, laundry, household supplies, employed service, if any, new equipment, and furnishings. It is very easy to permit waste and money loss here if some members of the family are careless. Leaving the gas flame turned too high, letting the faucet drip, or forgetting to turn off the electric light, cause needless waste.

The choice of the home also affects the operating expenses, for furnishings, heat, light, and cleaning have a direct relation

to the size of the house, to its condition of repair, to the quality of its construction, and to its interior arrangement and finish. In a usual family budget, 10 to 15 per cent of the income is ample for household operation.

Necessity for adequate food. Why should the college football squad and other athletes eat at a special "training table"? If you do not like milk or green vegetables or fruits, does it make any difference in your physical fitness if you do not eat a certain amount of them? Food is a basic necessity of life. For the sake of good health, it should be adequate in amount and carefully selected to insure to the body all of the essential elements of nutrition. By unwise selection of food, it is possible to buy ill health rather than good health. In family finances food planning is a very important matter, because a large proportion of the money must be spent for food. The largest share in all incomes, except those of the very well-to-do, must go to buy food. The smaller the income, the larger the share of it which must go for food. Usually this takes a fourth to a third, or more, of the income; on a minimum living wage, it takes 40 to 45 per cent of the money; and on a substandard income, one-half or more is spent for food. Intelligent planning and choice are needed to make the minimum-cost diet adequate for health and growth.

Protective foods. Much has been accomplished in the study of nutrition in determining definite scientific standards of the food required by the various members of the family, from the youngest to the oldest. These studies show that malnutrition is not confined to poor families. It may occur in the midst of plenty if the foods are unwisely chosen or if one is unwilling to eat foods essential to make a balanced dietary. Malnutrition is usually caused by a lack of adequate mineral substances, particularly calcium, iron, and phosphorus, and to a lack of certain vitamins. Milk, leafy vegetables, and fruits will supply these deficiencies, and are called the "protective foods." Nature has provided us with a lavish variety of fruits and vegetables, for which it is well to cultivate a liking. In many families the tendency is to spend too much for meat.

When the amount of money which can be spent for food

is small, even greater care must be used to make certain that all the essential elements are included. If the diet provides plenty of milk, leafy vegetables, and fruits, it is a fair assumption that all other foods which are needed will be used. The measure of success in providing food for the family is shown by the degree of health of the various members; and milk, fruits, and vegetables are the prime essentials in food for good health. The minimum allowance of milk is one quart to each child in his early and later periods of growth, one pint to each child as a constant minimum, and one-third of a quart to each adult. It is more healthful to allow one quart for a child and one pint for an adult. This includes the milk in cooked foods as well as that used as a beverage.

A food budget. The following division may be used as a basis for a food budget on a moderate income. Out of every dollar spent use the following ratio: one-fifth or more for vegetables and fruits; one-fifth or more for milk and cheese; one-fifth or less for meat, fish, poultry, and eggs; one-fifth, more or less, for bread and cereals; one-fifth or less for sugar, fat, tea, coffee, chocolate, flavoring. On a larger income, more will be spent for fruits and vegetables and also for meat, fish, and eggs.

Suitable clothing. Certain requirements of dress must be met to maintain self-respect and ease of manner. Most of us buy clothing for the sake of adornment or to conform to the standards of our social group. Surely it is a worthy desire to be well dressed, which means suitably dressed for the occasion. In the family budget the amount allowed for clothing is determined by social demands, inclination, and taste, but an average is about 15 per cent of the total income. This should be divided fairly among the different members of the family. Obviously the clothing of high school boys and girls will cost more than that of the younger children, but ordinarily not so much as that of their parents. If a young man spends more for clothing than his father does, or if a young woman spends more for clothing than is spent for her mother's wardrobe, each should be certain that the well-being of the parents is not being sacrificed. If clothing is kept clean and is carefully hung in the closet or laid away in a box or drawer when not in

use, it can be kept good-looking for a long time. The daily care and necessary repair of clothing can make a substantial addition to the family's real income.

Shall we own an automobile? The amount of money required to operate the automobile is an uncertain item. The cost should be studied carefully to see if an automobile can be afforded, provided it is not actually needed for daily transportation to and from work. A car used solely for pleasure is a luxury. As the car gets older, it is never possible to know how much depreciation is costing. However, with a careful record of expenditures, we can know upkeep and running expenses, and the record may show a surprisingly large total.

A special account book for all costs is a helpful device. A few families, when they buy a new car, set aside in a special savings fund the estimated depreciation of the car month by month; then the sum deposited, with the turn-in value of the used car, will buy the new car. This month-by-month depreciation, put into savings, plus the expenditures for running expenses, shows exactly what the car's operation is costing. This depreciation-deposit method will also save the interest cost on installment buying, often thirty to forty dollars or more.

Spending a responsibility. Because money represents earnings from the hard work of someone, spending these earnings is a serious responsibility. Ida Tarbell once said that "a dollar badly spent is only half a dollar." It is estimated that the wives and mothers spend about 90 per cent of all the vast sums of money which go for family living. When the choice of goods was more limited than today, it was easier for a household buyer to have accurate information in regard to the quality of her purchases. Today, with a bewildering assortment of goods from which to choose, with high-pressure salesmanship to combat, and with misleading advertisements, a household buyer needs help. For this reason programs of consumer education are under way. There are also an increasing number of sources of information which serve as buying guides: bulletins from the home economics departments of state colleges and universities; authoritative articles in current

periodicals; literature from the Bureau of Home Economics, American Home Economics Association, and American Medical Association; leaflets from the Better Business Bureaus, and others.

Seeking information concerning goods which the family buys might well be a family interest. For the price of three dollars a year, the family may subscribe to the confidential service of any of the organizations set up to provide technical information as to "the comparative value of competing brands of consumers' goods." The information received through their bulletins, buying guides, and handbooks may save in a year several times the annual membership fee. With factual information as a guide, the serious responsibility of spending the family income may become a pleasurable task.

Questions and Class Activities

1. List the necessities which must be provided by the income of your family.
2. What do you need to know about food values in order to select a well-balanced meal in a restaurant or cafeteria?
3. On an income under \$3,000, what is considered the limit for rent or house ownership?
4. What are the particular advantages in owning a home? When is it not a wise plan?
5. What are some conditions which indirectly make additions to the cost of housing?
6. Study the different items of operating expenses in your home for one month, and see if you can find ways of reducing these costs.
7. Mr. and Mrs. John MacKenzie will soon move into your neighborhood. Mr. MacKenzie is a bank clerk and earns thirty-five dollars a week. The MacKenzies have two children—Bruce, fourteen years of age, and Margaret, twelve years of age. The health of the family is excellent. Mr. and Mrs. MacKenzie are very ambitious to have a happy home life and give their children a good start in life. What type of house do you advise for them? What will it cost to rent? At what price can such a house be purchased? Do you advise them to rent or buy?

8. From one of the sources of information mentioned on pages 209 and 210 secure bulletins which may serve as buying guides.
9. For one month keep a record of the amount which your family spends for food. Compare this with the estimated amount which is suggested for a family of your size, and with your family income.
10. Make an inventory of your clothing wardrobe, listing items at their cost, and finding the total original cost.
11. Keep a record of your clothing expenditures for six months. (A year is better, as some purchases may be seasonal.) Is this a fair amount, considering the clothing expenditures of other members of your family?
12. List special ways in which you and your family can economize in operating your house, in the care of clothing, in money spent for food—without depriving the family of adequate nourishment—and in money spent for recreation. For one month keep an itemized record of the cost of operating expenses in your home. Study ways in which this can be reduced.
13. How much does your family spend on its automobile in the course of a year? For what purposes do the members of your family drive? What is the annual mileage? Consult your parents. How does your cost compare with costs of others in the class?
14. Select two families for study in which the father is the only income earner. In one family the father earns thirty-five dollars a week, in the other the father earns approximately fifty dollars a week. There are children in each family with one in high school. Describe the type of house which each family can afford and which you think would be suited to their needs.
15. A young married couple would like to move to your town. Their income is \$1,200. Select a neighborhood and house suited to this income. How would you choose for them if their income were \$2,400?
16. How may the housing needs of a family be modified by their social status?

PROBLEM 6. HOW MAY A FAMILY PROVIDE FOR THE FUTURE?

Savings. A budget does not guarantee savings, but there is more likelihood of savings when a well-thought-out plan has

been made in advance. Food, shelter, clothing, and maintenance are all necessities and include a number of items with fixed costs. The margin beyond this group of necessities will allow considerable choice. But first of all, we should consider savings. When the Treasury Department of the United States Government proposed a budget for family incomes, it placed savings at the top of the list, even ahead of necessities. A well-known economist said: "The Treasury Department's recommendation to 'Save first, whenever you receive money,' is an idea as important as any great mechanical invention."

Why save? We must save if we are going to see many of our hopes realized. It will give us freedom in making choices as we go through life. Without savings it is difficult to make a change in occupation, difficult to carry out happy plans for the future; and we are dependent on others or obliged to contract a debt in an emergency. Setting for ourselves worthy goals will show us plainly that we cannot expect to achieve a distant goal if we are going to spend all that we earn now in caring for our present desires. Some children may be able to continue their education because their parents determined years ago to set aside some of their own personal desires that their children might have a better opportunity later on.

How much to save. The amount we should save depends upon the size of our income and the margin left after taking care of necessities. The cost of sickness affects considerably the amount that can be saved. With an assured, steady income, a family should be able to save something regularly, even though the amount set aside each time is small. The important matter is to decide upon a definite amount to be saved, and then to save regularly, setting this aside whenever the money income is received, and then living upon the rest. Various percentages of the total income are suggested for savings, but the plan must be individual for each family. However, it is well to keep an emergency reserve in the savings bank which will be sufficient to carry the family for at least six weeks in case there is a misfortune.

The size of the family is related to the amount of savings.

With a large number of children to support and educate, a family may be able to save little, even with a moderate and steady income. However, the satisfactions gained through companionship with children is a priceless compensation. In their old age, parents would reasonably expect that the children would in turn provide assistance for them in case of need.

Savings are not gained by a lowered standard of living but by an appraisal of relative values. When one family discovered from their accounts that they were spending each year twice as much for the movies as for life insurance, they gave up one moving picture a week and paid for an additional thousand-dollar insurance policy. On a famous occasion in *David Copperfield*, Mr. Micawber gave David some advice about saving: "Annual income, £20; annual expenditure, £19. 19s. 6d.—result happiness. Annual income, £20; annual expenditure, £20. 0s. 6d.—result misery." In reality this means that a man who has even a small margin of savings occupies a different position to the rest of the world than the man who is in debt even to as small an extent as six pence.

What to do with savings. Put savings to work to secure interest and to build up some income which will be independent of earned income. Security cannot be guaranteed at the present time, but there are several things worth considering for investments: life insurance with a reliable company, a savings bank that is under state supervision and has federal insurance of its deposits, a cooperative bank, or a building and loan association.

Before arriving at a decision concerning a particular investment, it is well to secure the approval of your banker, for at a later time in an emergency it may be necessary to offer this investment as collateral or security for a loan which you ask your banker to make. If it will not be acceptable to him then, you should know now that it cannot be considered as security in the future.

Reserve fund. Unexpected emergencies are bound to occur in any family; possibly it may be the need of a new lens for eyeglasses, hospital care, a lawn mower, or an automobile. A

reserve fund may well be set up to help in meeting certain fixed and seasonal expenses. Whatever its standard of living may be, each family has promised to pay certain fixed sums and should reserve money for them. Taxes may be due in July and February; income tax in March; automobile insurance and registration in January; life insurance premium quarterly; fire insurance every three years. Monthly charges, such as savings, rent, payment on the purchase of a house, or some other form of investment must be met. Fuel for cold weather must be bought every year. Also needed regularly is money for a new overcoat or rug, gifts for Christmas, church support, and charity donations. All these expenses involve other people, and unless planned for in advance, they may cause much worry. The reserve fund may be part of the savings account or an account kept especially for this purpose. Into it, at any rate, one twelfth of the total amount for these unusual expenses should be set aside each month.

The advancement fund. On a moderate income the margin beyond necessities should cover more than savings. This is often called an advancement fund, for its use may determine the quality of living of the family. Good management of necessities will leave as much as possible for advancement. In a family council we balance choices and discuss comparative values, for it is certain that there is never enough to secure all that we want, and if we really desire something very much, we are willing to give up other things for it. This fund usually includes health, recreation, vacation plans, education, church, charities, personal allowances, and miscellaneous. The family must decide whether they will take what they want or what they can afford. Shall it be a new automobile, or a vacation trip to the mountains? Shall it be a radio which all can enjoy, or a new fur coat for Carol?

Spending is a fine art which must be cultivated in order to succeed. The measure of success is not in the number of material possessions acquired, but in the amount of satisfactions enjoyed by all who contribute to the income and who share in the plan of its spending.

Questions and Class Activities

1. What is the meaning of thrift? How would you describe a thrifty person?
2. Why do employers prefer thrifty employees?
3. Is saving money always a thrifty thing to do? Give an example to illustrate your statement.
4. Bruce Brown's parents died when he was a young boy. An older sister cared for him. Putting aside her own secret ambition for a college education and a chance to enter the profession of law, she worked at home and saved that Bruce might go to college and then through medical school. What return should Bruce make to his sister?
5. If a brother goes to work at the age of sixteen in order to help other members of his family to a business education or a college education, what do the other children owe him? Should the children who receive the aid know in advance the amount and conditions of it and plan to return it?
6. If a father gives a college education to one of his sons, a farm to another, and a year of travel to a third, what should be given to a fourth son who stays at home and helps him with his business?
7. Having a regular allowance, why should a boy or girl save? If these savings are to be put aside for future use, how might they be invested in your community? At the end of a five-year period what might a person saving a certain amount regularly expect to have?
8. Four years later Mr. MacKenzie (see question 7 on p. 210) is earning fifty-five dollars instead of thirty-five dollars a week. What changes might this increased income make in the MacKenzies' spending plan? What fixed charges will their budget likely include? Should they rent or buy a house? Outline a plan for their advancement fund indicating the amount which you think they should afford for advancement, and apportioning this among the items proposed. Can they afford to own an automobile?
9. Mr. MacKenzie would like to save more and needs help in working out a plan for saving and for investing. What suggestion can you offer? Offer a plan for the handling of the "spending money" which will result in greatest satisfaction to all of the family and at the same time be of educational value for Bruce and Margaret.

10. Make a list of newspapers and magazines which the MacKenzie family might afford and which will meet the reading needs of each member. What is the estimated cost for a year?
11. When Mr. MacKenzie's father died, his mother came to live with them. Should she contribute to the family income? If so, how? If Grandmother MacKenzie becomes helpless, should Mr. and Mrs. MacKenzie care for her in their home? She is in delicate health and is sometimes annoyed by the activities of her grandchildren. How might this problem be happily solved for all?
12. How does a lowered income affect family living? Family relationships?

UNIT 9

Marriage

Where we love is home,
Home that our feet may leave,
But not our hearts.

OLIVER WENDELL HOLMES

PROBLEM 1. WHAT IS THE RELATION OF FRIENDSHIP TO MARRIAGE?

The need of friends. We all have a hunger for sympathetic and understanding comradeship which leads us naturally into friendships. We need friends, and we need many kinds of friends—those of our own age, those younger, and those older.

To limit our circle of friends to our own social group makes us uninteresting and narrow. For this reason cliques in school may be limiting rather than enriching in their experiences. H. C. Trumbull says in his book *Friendship, The Master Passion*, "Friendship is to be valued for what there is in it, not for what can be gotten out of it. When two people appreciate each other because each has found the other convenient to have around, they are not friends; they are simply acquaintances with a business understanding. To seek friendship for its utility is as futile as to seek the end of a rainbow for its bag of gold. A true friend is always useful in the highest sense; but we should beware of thinking of our friends as brother members of a mutual benefit association, with its periodical demands and threats of suspension for nonpayment of dues."

We know some persons who are high-minded and clean-

hearted and who by the strength of their characters could not live on any level but the highest. The remembrance of such a friend when we are tempted to do wrong will make it harder to do wrong and easier to do right. We may want to choose the best in friendship, but we must be sure that we are worthy to receive the best that our friend has to give. In accepting the privilege of friendship we must also accept its responsibility, even though it may mean sacrifice for the sake of our friend. Trust, truth, honesty, loyalty, and unselfishness are foundation stones in the building of friendship.

The richness of our lives might be measured by the number of our friends. The companions who become our friends are those who see the best in us and call forth the best from us. This is the test for a fine friendship. Through their influence, they develop within us a high sense of honor and a spirit of fair play. It is not fair to expect perfection in our friends, for all are human, but a worth-while friendship keeps us at our best and helps us to be true to our highest standards of conduct.

In high school we miss much if we do not have fine, wholesome friendships with both boys and girls. It is fortunate when school provides this normal association of young men and women in their classrooms and extra-curricular activities as well as at their parties and dances, so that they come to know each other well without self-consciousness or any other obstacle that would make true friendship difficult. This does not mean that each is deliberately planning to choose a life partner. Indeed, such an attitude would be out of place and would spoil the naturalness of the association. The time has not come for the choosing of a life partner, but there is need of recognizing that the choice of associates will have much to do with this later decision. One always becomes like one's associates, and a husband or wife must be chosen from one's group of acquaintances.

Preparation for comradeship. Among our different relationships with one another, friendship is the nearest to marriage. This is fortunate because it permits us to have some insight before we marry as to the meaning of the life relationship of husband and wife. Our friendships also give us train-

ing that helps to prepare us for the more intimate association of marriage. Friendship is a spontaneous, mutually desired, and self-sustaining comradeship. Marriage provides a similar association, the difference being that it requires the love of a man and a woman for fulfillment.

Friendship is mutually stimulating to the two persons who like to be together and who find themselves having many common interests. So pleasant an association is it that to be denied the opportunity to maintain friendships is one of the greatest hardships, a loneliness that is almost unbearable. The comradeship of friends is likewise profitable if the friendship is honest, founded upon a sincere appreciation of the personalities of both members of the partnership. It helps the maturing and the enriching of character. Successful marriage, even more than friendship, is a stimulating and mutually profitable comradeship.

Freedom in everyday contacts. Friendships provide an everyday kind of contact. We do not dress up or put on when we meet our friends. We like them to know us just as we are. We do not feel that we need to be on our guard. We do not hesitate to speak our feelings, even at times to express dissent regarding the wishes of our friend. This naturalness and freedom of association makes genuine friendships seem different from mere acquaintanceship. We dare to be ourselves and expect others not to hide behind conventions or treat us as persons who must remain at a distance.

This everyday aspect of association is even more characteristic of marriage. Husbands and wives are expected to be perfectly honest with each other. Ordinarily, they get so accustomed to one another that they do not even have to speak their feelings, so conscious do they become of the other's attitudes. If they have differences, as is natural indeed in constantly being together, they do not hesitate to be frank with each other. Thus marriage carries over the characteristics of friendship, merely enlarging and deepening them.

Limitation of choice. We make our friends from those with whom we have contact. In order to establish the best kind of friendships, we need a wide acquaintanceship; other-

wise our choice is too limited to be safe. This is even more true of marriage. Physical attraction is so strong that most young people are likely to find someone within their circle of acquaintance toward whom they are drawn with strong feeling. Because of this, young people are urged not to marry too soon but to mingle enough in natural group relationships with members of the opposite sex to be able to discover the kind of person who possesses the qualities necessary for a life partnership in marriage. Acquaintanceship is usually at first merely fun-loving companionship which comes about because young people like to be together. In this country where boys and girls are not separated in the rigid way common in many countries, the time of courtship becomes a gradual natural continuation of the being together that has been enjoyed from the early days of play. Frequently it is the natural next step in the friendship of a boy and girl.

Sometimes in small country places young people cannot know enough young men or young women to have a fair chance to find the one whom they could learn to love. Likewise in the cities, in spite of a large casual acquaintanceship, there may be very few people whom the young man or woman knows well enough for a genuine friendship. The danger is that either there is no one interesting enough to attract attention; or, and this is more likely to happen, someone is selected who seems to be the most attractive of the group merely because he or she has had such meager competition from others of the same sex. It is therefore necessary that we associate with a sufficient number of the other sex to find someone who is a promising candidate for lifelong fellowship.

Marriages that grow out of the comradeship that has extended over a considerable period, so that it is a culmination of mutual, ever increasing interests, are especially promising. In such cases there can be no doubt that there is something deeper than a merely temporary infatuation. It has been time tested. When the young man and woman who have been friends learn to love one another, we know that they have already had one of the best preparations for a successful married life.

Questions and Class Activities

1. How do the recreation facilities of your home town affect the area of your acquaintanceship? What opportunities does your group have for social life with young people in other communities?
2. If modern parents arranged the marriages of their children, as was done in an earlier generation in this country and is still the custom in some older countries, what might be some advantages for young people who have limited contacts for acquaintanceship? Read "Oriental Marriage" on page 508.
3. How important are sterling personal appearance and dress in attracting the opposite sex? How important are personal qualities and wholesome character in developing acquaintance into friendship?
4. What are the advantages that come through the everyday contacts of young men and young women in school and business?
5. Consult your parents and other parents of their generation to find out under what circumstances they first met and cultivated their friendship.
6. Among the young married people whom you know, find out under what circumstances they first met and cultivated their friendship.
7. What seem to you to be some of the most desirable circumstances for meeting young people?
8. If a girl lives in a house which seems to her too plain, how may she make it more inviting and attractive without expending money?
9. If parents are indifferent to the fact that their sons and daughters need opportunities to cultivate friendships under the right circumstances, what can these young people do?
10. What do you think of the situation when a boy or a girl in high school hesitates to bring his friends home for fear his parents will not approve of them?
11. Margaret Bidwell has recently moved into your neighborhood to take a clerical position at \$18 per week. How much can she afford to pay for her room? Where can she find a room for this

price? Do you advise her to live in a clubhouse, such as the Y.W.C.A., a boarding house, or a private home?

12. Margaret is nineteen years old and would like to become acquainted with friendly young people. How and where can she have an opportunity to become acquainted? What kind of a place does she need to entertain her friends, without causing inconvenience to others in the home in which she is living?

PROBLEM 2. WHAT SHALL WE CONSIDER IN THE CHOICE OF A LIFE COMPANION?

Purpose of courtship. We have to depend upon courtship for the finding of our mate and entering marriage, since this is the American way. There have been other methods in older countries in times past, especially among primitive people. Men have bought their wives or have captured them. In a great many countries today, marriage is arranged by the parents. Sometimes the young people do not see each other until the wedding day. This family method of choosing mates is followed at the present time in some Oriental countries. As women come to have a greater equality with men, it becomes natural for young people to choose each other as life mates. This means that they must have freedom to be together, to get acquainted, and to learn to know each other, because there is no other way for them to enter marriage than by their own choice.

It is well that American young people are free to be together in such natural familiarity because, since they are the ones that must make the choice of life companions and not their parents, it is necessary that they have the necessary background of experience. This they could not easily get if they were generally kept apart or permitted to see each other only under formal circumstances. Therefore a great part of what we ordinarily call courtship is not so much actually seeking as it is learning of the attitudes and characteristics of those from whom one must find his or her companion. This does not mean that young people normally go about scrutinizing each other, but rather that by merely being often and naturally together, they

come to have an understanding that they could never have if they were not given the opportunities of fellowship.

Change also takes place during this period, not only because the boy and girl are advancing toward maturity, but also because each is learning of the other. This is essential to the working of the American way of entering marriage.

Finding values. In oneself there should be qualities that will attract others and also the ability to detect genuine worth in others. A man who dances well may be entertaining, but his ability to give one a good time will not in itself make him qualified to be a good husband. The girl who knows how to dress attractively to win the approval of the men at a party must have much more than skill in dressing herself if she is to be a good wife.

The purpose of courtship always is to find a person with the characteristics one seeks in a life partner. This need of finding values that can stand the test of day-by-day intimacy in a life alliance explains the hazards of a hasty marriage. To hold our love, the man or woman to whom we give our affection must have loyalty, courage, sincerity, and a sense of justice. These are all moral qualities that reveal character. Another prerequisite for successful marriage might well be called wearability. We are happiest with those with whom we get on easily. Some who are difficult we tolerate because they have good qualities. They are, however, so sensitive, so changeable, or so exacting, that we find it a great relief not to be with them too much. Of course marriage requires a constancy that friendship does not demand, and happiness is difficult for anyone who lives with a person who does not wear well day by day.

The experiences of two people should have been enough alike to give them a common background. They should place similar values on the things that really matter. If our associates are chosen thoughtfully, the strong attraction can be trusted that draws a young man or woman toward a favored one with a strong feeling of affection. Mutual attraction will not mislead us if it has been built upon the solid foundation of good character, similar tastes, wearing qualities, and the other char-



The beauty and dignity of the marriage ceremony. (Reproduced by courtesy of the Ladies' Home Journal, Curtis Publishing Company. Used in connection with publications and exhibits of the American Social Hygiene Assn.)

acteristics of a fine comradeship. It takes time to discover the personality of another. There are those who are extremely attractive, but only for a short time. They lack a substantial character that is necessary to make one wear well. Both in marriage and out of marriage they make favorable impressions on people who do not know them well. These impressions fade away on longer acquaintance. If one marries as the result of first attraction, without the test of time to bring out the strength or weakness of a personality, the choice runs great danger of being too hasty, and therefore too undiscriminating, to work out successfully.

There has always been the temptation to make courtship something else than an effort to find one's mate. Some enjoy it so much that they want always to be courted. They are tempted to turn it into an everlasting flirtation, to drop anyone who becomes serious, and take someone else. This is not a bad policy in the early period of courtship, before one is ready to be married, but even then the wise boy or girl will keep any particular relationship from becoming so

strong as to give the suggestion that the idea of marriage can be seriously considered.

There are some young people who misuse courtship because they are willing to do anything to be popular and are often tempted to actions that make it hard in the long run to get a suitable partner. In these days the girl often suffers through this mistaken use of courtship. She may forget the great difference between catering to the wishes of men in order to be temporarily popular, and gaining the respect of her men friends that she may seem desirable to them as a wife.

One of the misuses of courtship is that of petting. Such a relationship between a young man and woman quickly becomes a strong attraction, not because they have a genuine basis of comradeship, but merely because they are mutually stimulating to each other physically. Under the same circumstances, either one would find almost any other associate of the other sex equally interesting. As a consequence, the value of courtship is thrown away when two young people are held together only by an attraction that time is almost sure to destroy, whether they marry each other or not.

It is so easy to develop the desire for this mutual stimulation that young people may be tempted in these days to misuse the opportunity of courtship. Then they forget that it has a more serious purpose than what at best is a mere passing pleasure, and at the worst a loss of idealism that is necessary for the highest type of marriage success. The girl may feel that her only way of being popular is to yield to practices that she does not enjoy or approve. It is well then to remember that courtship means something more than popularity; and frequently, as one can see for herself, the girl who caters to the temporary demands of her boy associates, whatever her popularity for the moment, is frequently not chosen by them for marriage, and oftener not chosen by the superior men. A girl can decide whether she wants friendship or cheap sentiment, and a boy accepts her decision when she has the courage to make it on the basis of good comradeship.

Engagement period. Experience has made it clear that it is wise for those who have determined to marry to let peo-

ple know their purposes and to wait for a time before they carry out their intention. This permits them to have the best possible opportunity to get well acquainted with one another before they marry. While they were courting, each was trying to impress the other. Engagement changes their relationship, from one in which they are trying each other out, to a spirit of confidence, and this helps each to be more natural than during the early period of courtship. Engagement continues their testing of each other, but under the most favorable circumstances. They no longer doubt each other's love; they are publicly committed to become husband and wife. If serious trouble arises under such circumstances, it is nearly always proof that there might be still greater trouble in marriage.

The breaking of an engagement need not bring any sense of shame or bitterness to those concerned, nor any criticism or disapproval from others. If it offered no chance for the changing of one's mind, courtship would lead immediately into marriage and many more mistakes would result than now occur. With an engagement period, young people can assume a more frank and trustful relationship for a brief period before the final fulfillment of their comradeship.

For this further testing, the engagement should not be too brief; otherwise, young people will step out of the atmosphere of courtship into that of marriage. Experience shows that even a month is too short a time, and so under ordinary circumstances an engagement should be from six months to a year. As a result of the abnormal conditions of the World War of 1914-1918, many young people married on very slight acquaintanceship, becoming engaged sometimes within a week or a month after they had met. The consequence was what any thoughtful person would have expected: a large proportion of these marriages proved unfortunate and resulted in divorces.

Engagement has another purpose and that is to give two young people time to prepare for their home life. As a rule, each is leaving one home to establish another, and they need to get ready for their new responsibility. They need to work out together much of this preparedness—where they will live,

how they will live, their attitudes toward parents, in-laws, and friends. Many questions which need thoughtful consideration arise, and some may have to do with the wedding itself.

Questions and Class Activities

1. What is your ideal of the person you would like to have as your life partner as to physical appearance, age, occupation, education, traits of character, talents, avocational interests, and capacity for growth?
2. What are the purposes of courtship?
3. What values might be gained for an engaged couple if they visit in each other's homes? Would you recommend young people who are friends coming to know each other's families, where possible, even before the engagement? If so, why?
4. A successful businessman advises an engaged couple not to spend more extravagantly for recreation and entertainment during this period than they could afford after marriage. What do you think of this advice?
5. What are the advantages of announcing an engagement to one's friends?
6. What might be the disadvantages of a too brief engagement period?
7. In "Choosing a Home Partner" on page 504 Mr Edson suggests factors for a single man to consider in the choice of a girl for a life partner. Parallel this with the considerations which a girl might have in the choice of a man for a life partner.
8. James Robinson has just finished college. He has a chance to go into his uncle's factory and begin at the bottom with a very small salary to learn the business. Because of his ability and education it seems quite likely that he would be able to command a good executive position in this business after years of work. James is engaged to be married to Myra Merrick, who has also just graduated from college. Should they postpone marriage until James has a salary adequate to support himself and Myra? If they postpone marriage, how might Myra make preparation for the new home? Suggest ways in which they might now manage to begin the new home if they do not postpone marriage.

PROBLEM 3. WHAT MAKES A GOOD START IN FAMILY LIFE?

Modern preparation. An increasing number of young men and women today prepare for marriage thoughtfully. They know that many marriages fail. More and more they are convinced that this is not due to lack of love, but to lack of adequate preparation for marriage, and they wish to get all the help that is possible. Courses on family relationships in high schools and colleges are increasing, and reliable books on marriage, as indicated in our references, are available for reading.

Health. Public opinion is emphasizing the importance of the highest type of general health as a prerequisite to marriage. Young people are beginning to feel that they are dishonest if they enter the new family life impaired in health. Persons with physical or mental disease in their ancestry should especially inquire into the ancestral stock of the family into which they consider marrying and obtain competent advice from a physician as to the advisability of marriage. That an increasing number of states require a certificate of health from persons seeking a license to marry indicates the trend of informed opinion as to the importance of health. Many young couples in their own planning go to their family physician for a pre-marriage physical examination and for an advisory consultation.

Good home training. Fortunate are the young people who through childhood have had the opportunity and responsibility of sharing in the activities of a household. Nothing outside the home can take the place of this training which develops habits of thrift, self-reliance, a spirit of cooperation, and readiness to adjust with other persons.

Education. Not long ago almost all American girls were trained by their mothers in the art of housekeeping. Advice and help can always be gained from parents who have had actual experience. Now information usually is in a great measure obtained outside the home. In most of our high schools, courses are offered that can greatly help the young woman who plans to take over the management of a home.

She should learn to do the many different things that a successful home demands, and consider the interests and activities of their home as a whole. Home economics gives the answers to most of the questions that arise in the home.

Practical help from the older generation. For many generations there have been parents who realize the importance of a good beginning for their children who are about to be married. As they have looked forward into the future they have willingly sacrificed some of their own pleasures in order that later they might be in a position to give some practical help to start the new generation on its way.

This help has taken various forms. In some sections it has been customary for a father to give a portion of the home farm to his sons or to offer his son a share in his business enterprise. The dowry which a wife is expected to bring with her might make a substantial contribution to this beginning, whether it is her own weight in pine-tree shillings, as was the case with Captain Hull's daughter, or a hope chest well stocked with linen, books, pictures, and some pieces of furniture which a girl might have acquired in the furnishing of her own room. If parents of either or both parties are fortunately situated, they sometimes provide an allowance for a new family, in harmony with a suitable standard of living until the partnership is able to finance itself. Such an arrangement makes it unnecessary to postpone marriage until a larger income can be earned.

But today in this country the average family on a moderate income is in no position to make much contribution of money to help the new generation. Parents help their children to an education and encourage them to earn some funds for themselves and to do their own part in saving for their future. They may start a savings account in their child's name and add to this through birthday and other gifts. They may take out a life insurance policy for each of their children, which may be cashed in to help provide an education after high school; or, if not needed in that way, it may be taken over and continued by the young person as part of his lifelong insurance program.

The modern start in life. The idea of a hope chest has been succeeded by a new American ideal—that it is the part of both young men and young women to make substantial preparation for the expected home. This modern standard encourages savings as a regular practice among both young men and young women who earn their own incomes or who receive regular allowances. They save that there may be adequate joint capital for starting a home when they marry or for their own personal development and financial security as individuals if they do not marry.

Adequate financial basis. One of the problems that face most young people when they marry is how to maintain the home. This means financial planning, which has been discussed in Unit 8. The beginning of any undertaking must be adequately financed. There are young people who boldly start out with no money in reserve, but if it is necessary to go into debt for what seem to be the necessities of life, discouragement may be created and unhappiness may follow. Those who start with little reserve should be content with a few simple house-furnishings and keep at least a small cash balance for emergencies.

A reasonable amount for initial capital a few years ago was said to be the equivalent in cash and possessions of at least one-quarter to one-half the annual income on which they expect to live. In other words, a couple that plan to live on a \$1,600 income should have between \$400 to \$800 in cash or its equivalent before they marry. If they expect to live on a \$3,000 income, they should have between \$750 to \$1,500 laid aside for the serious step. Today, with varying circumstances, it is difficult to make estimates as to how much the young man and his bride-to-be should earn before marriage. It is easy to see that each must have an income which will provide for their necessities and some comforts, as well as a reserve fund for emergencies. If both young people have the habit of saving one-tenth of their earnings, they could make the necessary savings for the marriage fund in two years or less, provided both earn and save, for their joint incomes before marriage will be larger than the money income of one alone.

after marriage. Young people who start working at eighteen and save regularly for three to five years, or college graduates who save for two or three years, should have sufficient capital for a modest but substantial beginning.

Unless a girl learns how to manage wisely, the money spent will not bring the satisfactions that are expected. Ordinarily the young couple cannot get on well together unless they are financial partners who can pull together to make their venture a success. Some banks and other organizations and an increasing number of teachers of social science and home economics are prepared to give advice on the making of budgets. There are also many useful books and government pamphlets that young people will find helpful. Since there was probably never such a time as the present when marriage made such demands upon those who enter the relationship, it is fortunate that never before has so much help been available.

Questions and Class Activities

1. Grace Williams, aged 23, is one of the most popular girls in the town of Sharon. Her parents were not able to send her to college, but Grace took a secretarial course and is now working in a business office. She is engaged to be married to James Ward, a likeable young instructor in the high school, who graduated from college two years ago. Grace realizes that James is ambitious in his profession, and she wishes to grow intellectually with him. How can she do this and still keep on with her office work? James has a salary of \$1,600 and has not accumulated any savings, as he has yet \$200 to pay on the debt for his college education. Grace is earning \$18 a week. Should they postpone marriage until James has finished paying his debt and has started a savings account? How long should it take him to pay off \$200? Should Grace continue working in the office after their marriage?
2. Ask three married friends for facts regarding the start in life which they had from their parents. Secure their judgment as to the effect of the amount of help which was provided or withheld.
3. What should be the amount of the initial capital for starting a new home? What conditions will make the amount larger or smaller? Do you recommend furnishing the house by buying on

installments? About what per cent does this method add to costs of furniture? What are the dangers in this method?

4. What specific routines must be learned for efficient homemaking which will make for happiness?
5. What makes a good start in family life?
6. Contrast the modern "start in life" with that which was often provided in an earlier generation. Consult older relatives for additional information.
7. List specific personal qualities developed through good home training.
8. Susan, the daughter of well-to-do parents, is a student at a junior college and is never required to participate in home responsibilities. She has a generous allowance and travels a good deal. Susan decided to marry a good-looking young man with no formal education beyond the first year in high school, without any apparent capacity for growth, and with very limited wages. What would seem to be the chances for a satisfactory outcome to such a marriage?

PROBLEM 4. WHAT ARE REASONABLE EXPECTATIONS IN MARRIAGE?

Freedom of choice. We inherit our family and our relatives but not our husbands and wives. We choose our friends, and in our country it is customary in most families for a son or daughter to have freedom to choose a husband or wife without interference from the parents. Therefore American marriages are usually an expression of mutual attraction. This does not mean of course that young people are not helped by parents in forming personal associations and even sometimes led toward the choice of the one whom they later marry.

If one does not marry. Marriage is not necessary for happiness or for success in life. It is not a test which tells whether one is normal or not. It is also rarely a duty because people generally realize that to force persons to marry in the spirit of obligation is asking them to do something they cannot accomplish. They may be wedded according to the law; but

without real affection their relationship is empty of the very thing that is necessary to give it life and meaning.

In spite of this, society or the law sometimes requires a marriage between a man and woman who are held together not by love but by the establishment of a legal responsibility. Frequently we are mistaken in such compulsions. It used to be thought that always it was best for the unmarried mother to be married to the man responsible for the coming of her child, because it would be unjust for the child to come into the world without a father. Experience has taught us, however, that even in these hard circumstances it may be better to put financial responsibility upon the man but not to insist upon a marriage if contrary to the wishes of either person. This shows how important love is for success in marriage, and how empty such a relationship must be if entered upon without affection.

Physical attraction. Since the earliest times, marriage has been concerned with various interests of men and women. Important among these have been economic support; care and nurture of children; sex, property rights; and affection. Matrimonial codes have been built up to protect these social and personal values.

Sex has always been an important element in relationships between men and women, and it is a factor in attracting mates to each other and in holding them together. But with the process of human development, the tendency has been to make this not an end in itself but rather to build upon it ideals and companionship until it has become the foundation of love, marriage, and parenthood, and of much that is noblest in our civilization.

Physical attraction is necessary to any true relationship in marriage. It cannot be the only influence, however, in drawing a young man and woman together; for in spite of its strength, there is lacking the affection and the common interests that are necessary for any lasting happiness in marriage. It may seem strange that we are so made that one of the strongest impulses that leads us toward marriage can fail us if we marry, but it is because marriage has to be more than a union

merely of two persons who are physically attracted to each other.

Marriage is sometimes thought of as the culmination of good times, a thrill, and a romance, but it is much more than this. Marriage is an association that tests character supremely, revealing whether the man and woman are equal to their opportunity of intimacy and love. Successful mating requires more than a superficial attraction. If a man is less interesting when away from the crowd, without his sport roadster, generous allowance, and family background, it is possible that there is little chance for real comradeship. Personal appeal is an important factor as a basis for happiness in marriage, but this by itself is not enough for a permanent comradeship. It must be supported by common interests and affection. If personal attraction wanes, a gulf separates the husband and wife when there is no other basis for their union. But in successful marriage affection, companionship, mutual sympathy, and respect exist and develop, and the bond deepens and strengthens through the years.

We all know cases where young people have married with no basis of compatibility—no strong love—but as a result of what time revealed as mere physical infatuation. The possibility of such marriages makes us realize how important courtship is, since it is our only way of finding out whom we can love and therefore safely marry. There are many persons of the opposite sex whom we enjoy being with, and there is usually a considerable number toward whom we feel attracted. If nothing more were necessary as a preparation for marriage, we could safely select any one of a number of people and not be disappointed. But this is just what has happened to some whose marriages are neither happy nor successful. These people, making the mistake of being satisfied with too little searching of their motives for marriage, found later that they lacked the love or the community of interests required for a successful marriage.

Nobody pretends that strong physical attraction can be held in check easily. It is not easy to test it with the insight and sincerity necessary to find out whether it is the only thing that

is drawing one to another and whether it is reenforced by the love and affectionate companionableness needed for a promising marriage. Three great needs seem to have been given us by our inheritance that are only met adequately by marriage: We have a physical drive, built in us because nature has endowed us with a strong impulse to mate; we have a hunger for the intimate, persistent, exclusive relationship that we call love; and we have a desire for the affectionate expression of character and personal interests that such close union makes possible.

Our discussion is concerned especially with the personal and social factors in marriage and family life. If you have not already studied the biological aspects of marriage in a physiology course or elsewhere, you will do well to read reliable sources of information, some of which are cited in the references, and to seek counsel from teachers and parents.

Growth in affection. Perhaps the importance of love in marriage helps us best to understand what love is, and why it is so natural for young people to show toward one another the interest that ripens into love and leads to marriage. The love that draws us to marriage is, however, a different sort of love than that which ties us to our parents, or our parents to us. We cannot say that it is stronger or weaker, for we have no way of measuring affection. Unlike the affection that shows in friendship, the love that leads to marriage has within it something not found in the other kinds of affection. This is a physical attraction and impulse which nature has given us in order that there may be homes and children and the continuance of the race.

Both physical attraction and love are necessary for a permanent, satisfying marriage relationship. In modern life, it is frankly recognized that true marriage depends upon the maintaining of those standards which will encourage and develop affection as well as love.

The experiences of generations show that there is more happiness and more growth of character in a marriage based on affection and that it stands up under the wear and tear of everyday life better than a marriage based on physical attrac-

tion only. The modern measure for success in marriage is the extent to which the relationship encourages the development of the character and personality of both husband and wife. We never stand still in any of our relationships with one another. In a wholesome friendship we do not remain where we started but instead we go forward from one level to another. And so it is in marriage: If husband and wife meet the conditions of their new relationship by mutual cooperation and trust, their life of personal affection together becomes an increasing satisfaction.

Permanency in marriage. Many people in our country marry because they recognize in their chosen mate certain personal qualities of character and excellence which attract them and which invite trust or confidence. This trust or confidence, and the desire to be worthy of it, is one of the most powerful incentives to excellence in living. As no one of us is perfect, our weaknesses are revealed in time, but in married life there is the opportunity and motive for each one to help the other develop his better self.

A character-making comradeship could not be built if marriage were on a temporary basis, for at the outset it would proclaim that one has entered into the relationship in a half-hearted way with doubts and reservations. The strengthening and developing of affection takes time for growth.

Children tend to contribute to permanency. Marriage between two people who have a great affection for each other but who have no children can be a beautiful relationship, but it is much less likely to be a broad and satisfying experience than is a marriage with children. The work of the world is to be carried on by our children. Today we are expected to do our part better than our predecessors. Our children are to do their work better than we have been able to do ours. Because of this fact, children need the highest ideals that the world can give them, and naturally their first right is to obtain them from their parents. Because children need the love and care of both a mother and a father, there must be the security of an undoubting affection.

“Parents need children as much as children need parents.”



The fun of doing things together (Good Housekeeping Magazine photo)

The parent-child relationship may be a lifelong source of happiness, for wholesome family living creates a permanent friendship bond between parent and child. Often the mutual interest and affection continues long after the child has grown up and gone out into the world.

Companionship. Nearly all young people look forward to a happy marriage and the fellowship that expresses mutual love. It is human to have these yearnings. Young people also have noticed among their friends and neighbors the happiness that comes to those who have achieved successful marriage. In marriage as in other human relationships there are difficulties and problems, but where loyalty and understanding exist the couple face these matters together.

Many of our friendships are fleeting; old friends go and new ones come. Later when we meet an associate of earlier days,

we may find that our interest has flagged or possibly disappeared. Marriage is quite a different relationship, for it is assumed by those who marry that it is a lifelong comradeship upon which they are launching.

Parents who are sincere have unconsciously trained themselves in loyalty to one another and to their children. When a tedious problem comes up, they do not think of dropping the business of parenthood and running away. They have a feeling of obligation to stand by each other and their children. They also have a feeling of obligation to the community to make it a better place for all the children of the neighborhood. This world is a far better place in which to live because fathers and mothers have been willing to carry responsibilities, even though they interfered with their personal happiness. At the same time they themselves tend to be developed by their devotion to family life, and so each will often attain a more wholesome, unselfish, and dependable character than he or she had before marriage.

Questions and Class Activities

1. What is the place of physical attraction in fine relationships between men and women?
2. How important is the economic basis in anticipating marriage?
3. What is the highest ideal in marriage today?
4. Why is permanency the only true basis for a successful marriage relationship?
5. Do the movies give a fair picture of the ideals of American marriage?
6. Present to the class from your observation or from history or fiction a situation in which parents have been willing to stand by their children at considerable inconvenience and sacrifice of their own personal happiness. In this situation which you present, indicate the satisfactions which have come to both parents and children through the experience. What opportunities have the children had to show their satisfaction?
7. From your observation, from history, or from fiction, can you give an example to show that romance continues after marriage?

8. Why is it necessary to keep up standards in personal appearance after marriage?

9. Myron and Jane Blake have been married three years. They have a beautiful baby one year old. Myron is a home-loving man devoted to Jane and the baby. Jane likes to be with a crowd. She has been going out with girl friends three or four evenings a week, leaving Myron at home alone with the baby. How might Myron and Jane compromise on their differences in taste?

10. In the social group of a certain high school girl was a boy whose mother was in the state hospital for mental cases. What should be the girl's attitude in a friendship? Suppose she found a closer friendship developing, what factual inquiry could she make?

PROBLEM 5. WHAT ARE SOME OBSTACLES TO HAPPINESS IN MARRIAGE?

Undesirable personality traits. When a man and a woman marry, each brings to the new relationship personal traits which are the products of inheritance and many years of habit-making. If these traits include many that are undesirable, the new undertaking is endangered, for marriage has no magic power by which it can turn the bad habits into good ones. A person who is selfish or jealous before marriage will probably continue to be selfish and jealous afterward. The intimacy and the responsibilities of married life may bring to the surface undesirable personality traits that were formerly concealed. Sometimes family experience so influences a man or a woman as to increase traits that make intimate fellowship difficult. These individuals are poorly prepared to meet the personal contacts, adjustments, and sacrifices that result when people live in close association day by day. Just as some persons who go into business or the professions fail because they are not fitted for the occupation, so do others fail in marriage because of inadequate or unfortunate preparation or on account of faults of personality.

Sometimes the difficulties that endanger or wreck marriage have their origin in childhood. In such cases the mother or father has conditioned the child so that he is selfish, sensitive,

or quick-tempered. Sometimes the policy of the family makes it difficult for the child to mature properly, and as a consequence later in his life when he marries he lacks the strength of character to meet the new responsibility. Sometimes there is so much shielding of the child that he fails to develop self-reliance and responsibility. His habit of depending upon someone else is carried over into marriage, and often disaster results.

Mr. Bisbee is a distinguished lawyer whose father died when he was a small boy. His mother, having lavished upon her son all of her affection, has made him so dependent upon her that even though he is now married he can make no important decision for himself but still depends upon his mother. He has rejected good business offers in other sections of the country because he could not bear to disturb the relationship with his mother. Every Sunday he goes to his mother's home for dinner, and spends the afternoon and evening with her. On alternate Sundays his wife joins him in this visit. You may be able to understand why she will not go with him every Sunday.

Differences in background. Especially hazardous is the marriage between a man and woman who have widely different traits, habits, and outlook upon life as a result of having been brought up with different cultural backgrounds. The ordinary tension and compromises that appear in married life are greatly magnified. Misunderstanding, friction, and conflict easily result. Successful matrimony is difficult to achieve when the husband and wife have been brought up under the influence of very different types of religious teaching. To a lesser extent this is true also of those whose backgrounds concerning money are very different. Marriage adjustment is easier when the man and woman have similar, but not identical, backgrounds in social life, religious views, economic opinions, racial habits, and family living. Two people from families of very different social background naturally have different ways of living and different personal habits. If they marry, they will quite likely keep on doing much the same things they did before marriage in the little events of everyday life.

Questions and Class Activities

1. From your observation, list three undesirable personality traits which you consider a hindrance to happiness in marriage. Can they be partly or entirely remedied?
2. To what extent do you think difference in religion is a barrier to success in marriage? Difference in age? Difference in family background?
3. What are some of the ways in which a parent may unconsciously hinder the chances for one of his children to gain happiness in marriage?
4. Give an illustration of a handicap to children caused by unfortunate home environment.
5. What are the relative advantages of urban and rural environment for modern family life? How might one meet the disadvantages of each?
6. Ole Nelson was very happily married to Selma Johnson, both of Scandinavian descent. According to the traditions of their nationality, Selma devoted herself to her husband's interests and comforts and the care of their attractive home. Ole is earning an average income in business. He is a man clean in character, attractive in appearance, gentle in manner, and undemonstrative. He makes occasional grammatical errors in conversation and is not widely read. Several years after Selma's death, Ole becomes interested in Gladys Anderson, Selma's former friend. Gladys is about Ole's age, a teacher with a better education. She is vivacious, attractive, critical, self-centered, and a stickler for superficial courtesies. They both like social pleasures. If they marry, what are their chances for happiness?
7. Two young people became engaged. The young man was told that the girl's grandfather, no longer living, had been in prison for forging a check. All his sons and daughters were honorable, respected citizens. What would you suggest as to the young man's attitude?

PROBLEM 6. WHAT ARE SOME HELPS TO SUCCESS IN MARRIAGE?

Growing up in a democratic home. You have been fortunate if you have had the privilege of growing up in a truly

democratic home. This is a home where mother, father, and child share in the family fellowship, and the rights of each are recognized by the other. Democracy does not, however, mean lack of leadership. Nor does it mean that each person assumes the same responsibilities. Welcome is leadership in the home based on experience and wider knowledge. Good leadership encourages youth to take responsibility as fast as growing experience and knowledge make this possible. The constant necessity of making new adjustments is an experience that teaches each member of the family to be tolerant and encourages companionability.

Consideration of relatives. A family cannot live to itself alone any more than a person can. The new family has the right to liberty and self-expression. They must learn to stand alone. Its members also have the privilege of allowing their own development to enrich the lives of those who gave them their chance. They may well keep in touch with the parental group of both members of the family.

You may know of instances in some sections of our country where an ell or a wing was added to a house in order that the members of a new family might be a part of the family group and yet have an opportunity to live by themselves. The older generation had a conservative influence, so that changes in family life were less rapid, and the new family unconsciously conformed to established habits. Now practically every time a marriage takes place we have a whole new family, free to start out on its own path with little influence from the parental generation. Yet the occasional associations within the larger family group may be of great cultural value and, rightly handled, a source of continued happiness to the new family and to the old. The new family will gain if it becomes acquainted with the family traditions and recognizes the cultural tie from one generation to another. It will gain if its members allow themselves to become a conscious part of the whole, proud of belonging together, and join hands in an effort to become worthy of the best of the family heritage of the past and to do their part to enrich it for the succeeding generation.

Probably the best plan is for a young couple to start alone.

They should have time to think through a plan for their own family life and to get it well started. Relatives and friends may be at hand to share the benefit of their larger experiences if needed, but if they are wise, they will keep out of the planning as much as possible and leave all decisions to the young people themselves. Some distance between a young married couple and their relatives and friends is considered desirable so that the new home partnership can get a start of its own.

It is usually disastrous for the new family to live with the old. There is always a gulf between the two generations, and this gulf is wider now than it has been in the past. The world moves swiftly. The habits of an older person seldom keep pace with the changing life about him. One of the reasons why people marry is to have a home of their own, and they naturally resent the habits and attitudes of people of another generation when they are forced to live together in too close quarters. Living together might well be postponed several years, at least until the new family has established itself and has become united in its own independent family plans.

Pride in the family tree. It is a happy situation if the families of both partners can be brought into the plan of life of the new family in such a way that they feel they have their own place and share in the whole plan. Mrs. Lillian Gilbreth suggests that one interest that is certain to unite all of the family from the youngest to the oldest is pride in the family name and a study of the accomplishments of the members of the family. Such a study will bring to light the successes and failures of our ancestors. The successes may not have brought fame or the acclaim of the multitude; however, we must not forget that the ability to live happily and helpfully is an accomplishment. Many interesting and choice bits of family history will be discovered through the memories of the older members of the family. There will be a fair share of successes. The fact that our families have persisted until now in the struggle for existence is cause for pride. We shall discover some failures which can be examined long enough for us to learn something from them. But we all can find reason for pride in our family tree.

Common understanding of fundamental questions. There are certain fundamental questions which young people may well discuss before marriage so that by mutual understanding it may be possible to avoid later disappointments and bitter regret.

Health. Not only to safeguard the health and happiness of themselves, but also for the sake of the next generation, two young people should be in good health when they marry. Each should have a physical examination in advance of marriage to learn of their health assets and liabilities. If one or both have active tuberculosis, it would be unfortunate to have children, as young children are particularly susceptible to this disease. Venereal diseases bring sorrow to family life: gonorrhea is not inherited but causes blindness in infancy due to infection; syphilis can be transmitted from mother to child and from one parent to the other. If there is a tendency toward insanity or feeble-mindedness in both families, this presents a serious hazard. There are those who feel that the desire for an examination before marriage would cast suspicion upon a loved one. This is an unreasonable attitude and one out of accord with affection. If there is disease on either side, it is to be faced honestly, and competent medical advice followed in regard to the advisability of marriage. Such a physical check-up may well come at the time of engagement, if there are reasons for it, and be followed by the pre-marriage examination and consultation with one's physician just before the marriage, as has been suggested. All these matters of physical and mental health and adjustment are faced in a common-sense way by young people.

Parenthood. As one thinks of a life plan, do not marriage and parenthood seem desirable achievements? The late President Eliot of Harvard said, "The happiest, most successful man or woman is, among other things, a grandfather or grandmother by fifty-five or sixty years of age." Whimsical as his remark seems at first, it is worth pondering. Before marriage, some measure of agreement in regard to children is desirable and their planned spacing is a wise part of a family's life program.

Outside vocation for wife. If a young woman expects to keep on with her vocation outside the home after marriage, she should be frank and say so in advance. Many men resent having their wives work for fear others will think that they alone are not able to support a family. When a woman feels that for her happiness she must go on with her outside career, discussion in advance helps a young man to realize her attitude.

Handling a family income. A man does not like to confess that he cannot from the start surround his wife with all the comforts which she has enjoyed in her father's home. If a girl has never been self-supporting, she may feel that she is entitled to the same luxuries to which she has been accustomed. Much unhappiness is caused, and doubtless some marriages are wrecked, by misunderstandings about money; that is, by the petty disagreements which arise between a husband and wife as to the method of handling their money—whether it belongs to him or to her or to both. Hence plans regarding the family income worked out together in the adjustable period before marriage are essential. Young people with serious purpose do not hesitate to start with little and win success together.

Care of dependents. Possibly one of the young people is responsible for the care of some member of his own family. In beginning the new family life together, it is well if they discuss the situation quite frankly and reach an understanding which will be a satisfactory arrangement for all concerned.

Leisure-time interests. Husbands and wives have interests, ambitions, and tastes which they have developed before marriage. No matter how much each may enjoy the companionship of the other, both will wish to be free to some extent to continue these individual interests. One may be musical, the other not. One may be fond of mountain climbing or fishing, and the other prefer golf or tennis. One may enjoy poetry, and the other prefer to read of developments in the scientific field. It is advantageous to learn each other's tastes. What, for example, is an ideal vacation for these two and their family? It is possible to discuss this and find pleasure in each other's experiences without any desire to change

wholesome recreational habits. If this is discussed in advance there is less possibility later of misunderstanding because of differences in taste or in forms of recreation.

The deep appeal of a common interest. In true comradeship each will be happy in knowing that the other has freedom to continue his or her own interests. Each will help the other to realize individual ambitions and each will ordinarily share to a considerable extent in the other's individual interests. At the same time both will cultivate common interests and pleasures which they can share together. A common task or interest which makes a strong appeal to both a husband and wife and in which they can work together takes them out of themselves and provides another bond of union. Intellectual and social companionship is regarded as the finest basis for this common sharing. Such an interest may be some such activity as photography, nature study, social welfare, or some intellectual interest. The devotion of Marie and Pierre Curie and the work which they carried on together in their laboratory is one of the finest examples of this type of intellectual sharing. Another example is that of Lillian and Frank Gilbreth and their comradeship in the field of engineering. In your community and among your own acquaintances there are husbands and wives who, although not so famous as the Curies and the Gilbreths, have just as surely learned the art of cultivating common interests in work and play. Perhaps gardening or golf or a study of trees or wild flowers is the activity that they carry on together. For most people who are married the most worth-while undertaking which unites them happily is their children. To every couple there is the possibility of growth in common interests, as they develop things together and keep in touch also with what each does separately.

Opportunities for joint responsibilities may seem rather scarce when two people begin their new life together in a city in a tiny two-room apartment with a kitchenette and bath, particularly if each hurries away in a different direction in the morning to a job in which, perhaps at first, the other has no

particular interest except the size of the pay check. Yet no couple needs to divest itself of interest in each other's work. True marriage enables each one to double the area of his interests. An essential to success is the growing custom of talking over before marriage the work, friends, recreation, and all the separate interests.

The meaning of successful marriage. A successful marriage, the sort of thing toward which young people look forward with great expectation, is a life fellowship that far outravels the desires of courtship or the hopes of engagement.

Life fellowship. A successful marriage is one in which the husband and wife grow closer together with the passing of the years and become increasingly dependent upon each other for their greatest satisfaction. It becomes a union of two different personalities that find more and more to admire in each other and who gather from their fellowship increasing satisfaction. It is a progressive, ever moving relationship, in which husband and wife each come to depend increasingly upon the judgment, the inspiration, the cooperation, and the understanding of the other.

A successful marriage also is an education that helps both the man and the woman develop an increasing maturity. Of all the relationships that educate, none of them has such power of accomplishment as the living together in love of a man and a woman. It teaches patience, insight, sympathy, loyalty, courage, and unselfishness. The only other relationship that can do so much is that of parenthood, and the two influences generally become one as they register in the life of the husband and wife who are also father and mother.

A spirit of security. A successful marriage brings a spirit of security. This does not mean that those who marry are protected against the hazards that try the hearts of all who live, but rather that successful marriage brings the assurance of the thing which we crave above all else—love. This emotion has moved many poets to write about it. Elizabeth Barrett Browning wrote movingly and beautifully about her love for her husband in this famous sonnet:

*How do I love thee? Let me count the ways
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of being and ideal grace.
I love thee to the level of every day's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for Right;
I love thee purely, as they turn from Praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints,—I love thee with the breath,
Smiles, tears, of all my life!—and, if God choose,
I shall but love thee better after death.*

Nathaniel Hawthorne showed his affection for his wife in one of his letters to her in which he said:

“Oh, Phoebe, I want thee much. Thou art the only person in the world that ever was necessary to me. Other people have occasionally been more or less agreeable; but I think I was always more at ease alone than in anybody's company, till I knew thee. And now I am only myself when thou art within my reach. Thou art an unspeakably beloved woman.”¹

Fulfillment of personality. Successful marriage brings a fulfillment that takes away the emotional loneliness that almost everyone feels at times, and which can become a great burden. This is one of the losses that come to those who do not marry, but fortunately they can usually find some substitute which will prevent their feeling that life is empty. As one grows older the need of comradeship grows greater. This explains why successful marriage welds husband and wife together more firmly with the passing of the years. Although maintaining their individuality, they do achieve—through dependence upon each other and cooperation with each other—a unity that cannot be had in any other relationship.

Thought of others. Successfully married people do not fence themselves in and disregard others. Their own happy-

¹ Julian Hawthorne, *Nathaniel Hawthorne and His Wife* (New York: Houghton Mifflin Company, 1884), I, p. 327

ness gives them the incentive to join with others in all sorts of good purposes. They have the desire to see other people happy. They make much safer fathers and mothers and also better citizens. For them to share the new home with friends of each other may be a means of enlarging and enriching both circles of friendship. However, the happiness from working and playing with each other should exceed that of association with any larger group.

The successfully married men and women are sensitive to the spiritual values of life. They have learned that their affection is something more than pleasure, or comfort, or even security. It flowers from those incentives that have carried men and women beyond the physical, material values to the spiritual values which alone can bring to life an increasing content.

Questions and Class Activities

1. How is it possible to have a truly democratic home? What are the duties of the various members in such a home?
2. Describe the relationships between mother and father and parents and children in such a home.
3. In a democratic home, how necessary is it for a son to gain his father's permission for the use of the family car? To what extent will he consult other members of the family when he wishes to use the car?
4. Among families whom you know, select three and study these to find in each family at least one deep interest or joint responsibility which makes a strong bond between the husband and wife. Was this interest deliberately chosen or was it a result of unforeseen circumstances?
5. What evidence in family life will show that a mother and father are happily united in the responsibility of caring for their children?
6. It has been said that all brides should learn the art of listening and that they also should learn the art of showing off their husbands to advantage. Based on your observations, discuss this comment.

7. Make a list of "measuring sticks" which are used by young people today. Which are really important as a basis in establishing a new home?
8. A married couple's interest in each other is increased when they work for something together. It may be a vacation or a trip or building a home or a boat or buying a car. When the work that they do together can make "dreams come true," a strong fine bond is also growing between them. From your observation, give an illustration of such a situation.
9. Do you recommend referring to one's partner's parents as "father-in-law" and "mother-in-law" or "father" and "mother"? Why? In referring to them, would you say, "my father-in-law and mother-in-law" or "my husband's father and mother"?

UNIT IO

Some Laws Related to Family Life

Law alone can give us freedom.

GOETHE

PROBLEM 1. WHAT KINDS OF LAWS ARE RELATED TO FAMILY LIFE?

Changing state of family laws. People have found from experience that it is necessary to establish rules regulating all their important forms of relationship. With the coming of civilization this meant the passing of laws so that no one need be in doubt as to what was expected of him in various circumstances. Because the family is our oldest social institution, family law became the pattern for civil law. In this lawmaking, interests of the family had to be recognized from the first, since the intimate relationships of husband and wife and of parent and child naturally raised many questions as to what was wise and right. Some of these, such as laws regulating taxation, affect the family indirectly. Some of them, such as the requirement for a marriage license, affect the family directly.

The laws relating to the family in this country have changed from time to time in order to meet the needs of people living under different conditions. Many of the family laws of the first colonies now sound ridiculous, and much of our present legislation undoubtedly would have seemed even more absurd to the first settlers. Each of the forty-eight states, the District of Columbia, and each of the territories belonging to the

United States has its own system of family law. In a country where people travel about as much as they do in the United States, this great variety of family laws leads to confusion and much legal controversy.

Two types of domestic law. There are two types of domestic law—statutory law and common law. Statutory laws are those passed by a law-making body, such as a legislature. Common law is based on decisions the courts have made as they settled legal matters for which there were no statutes or laws. This part of family law in most of the states comes down from decisions made in England, the principles of which were applied in this country. Louisiana, however, got its basic law from France. Some states, settled after the Revolutionary War, have written their own domestic principles into law. But everywhere there are two sets of laws, one coming from the legislatures and the other from former decisions of the courts.

In spite of the great quantity of domestic law, questions frequently arise in the court for which there is no statute or former decision to guide the court. As a consequence, new decisions are made in the attempt to deal with changing circumstances, and these in turn become incorporated into the laws relating to the family.

Samuel Johnson said that "the law is the last result of human wisdom acting upon human experience for the benefit of the public." Living in a democratic country, we have a right to expect that the law is our friend and protector. Many laws are related to family life and to the business transactions of the family. There is a legal basis for marriage, ownership of property, inheritance rights, guardianship of children, adoption of children, and other vital family situations. In order to gain the benefits of legal protection, we need to have an awareness of certain laws and some knowledge of them. These may change, but such changes usually take place slowly. Marriage laws will be considered in Problem 2. But there are other laws of direct concern to the family. Possibly you may wish to invite a local lawyer to visit your class and interpret for you the legal framework for family relationships.

Appoint committees from your class to consult parents, a town official, or some other older person in your community to get certain information in regard to some of the laws which are related to family life.

Questions and Class Activities

A. Obtain information and answer these questions about laws relating to children

1. In your state, do a mother and a father have equal right to guardianship of their children?
2. What use may a guardian have of his ward's property?
3. What is meant by "legal adoption"?
4. What is the age for compulsory school attendance?
5. At what age may a child leave school to go to work?
6. In what ways is child labor a loss to society?
7. What are your state laws concerning age minimum for child labor? Length of working day for children? Required age for school attendance? Compensation to children for industrial accidents?
8. In your state, what occupations are considered hazardous for children? Ask your state department of welfare for information.
9. While employed in industry, what compensations may be paid to children who are injured while working?
10. Under what conditions may a child be granted a working permit in your state? Are the standards for children working in local industries that do not cross state lines the same as the standards for children working in industries covered by the Fair Labor Standards Act?
11. What paid occupations are available for children in your community? At what wages?
12. When working children receive compensation for accidents, what might be some worth-while uses for this fund?

13. What is the purpose of the United States Children's Bureau? Under what circumstances was it created? Why was it organized under the Department of Labor?
- B. Write to the Children's Bureau, United States Department of Labor, Washington, D. C., and ask for a list of publications for free distribution. From this list order bulletins for your personal library. Include the bulletin on child care if it would be useful to your mother.
- C. Answer the following questions on laws relating to property rights:
 1. What is the difference between real estate and personal property?
 2. What legal procedure is necessary in purchasing a home?
 3. What is a mortgage? A lease?
 4. What is a deed? A joint deed?
 5. When does a deed become effective?
 6. What is the force and effect of an unrecorded deed?
 7. Why should a deed be registered?
 8. What is a life estate? A dower estate?
 9. In what kinds of estate is there a dower right?
- D. After you have obtained information on laws relating to inheritance, answer these questions:
 1. If a man dies intestate (without a will), what becomes of his property?
 2. If a woman dies intestate, what becomes of her property?
 3. What are the essential requirements of a will?
 4. How many attesting witnesses are required to sign a will in your state? Is it necessary for the witnesses to sign in the presence of the testator?
 5. What is the legal character of a codicil?
 6. How may a will be revoked?
 7. Who should make a will?
 8. Where should a will be kept?

PROBLEM 2. IS THERE NEED OF UNIFORM MARRIAGE LAWS?

For much of the material in this problem, the authors are indebted to M. E. Richmond and F. S. Hall, authors of MARRIAGE AND THE STATE, published in 1929 by Russell Sage Foundation, New York City.

Marriage and the state. Marriage and the founding of a new family is a very personal matter. It is also a matter of general concern and of social importance. Public opinion and government, both state and national, are concerned with the stability and the instability of family life. In law, however, there is only state law concerning marriage, and at the present time the law of one state does not support the authority of another in this matter. This lack of uniform laws results in much confusion.

We have heard stories of the marriage of children in Oriental countries, but it may be surprising to know that child marriages exist in this country. Marriage is known as "child marriage" when it takes place under the age of fifteen for girls and seventeen for boys. A marriage is called a "youthful marriage" if a boy marries between the ages of seventeen and nineteen or if a girl marries between the ages of fifteen and seventeen.

Some aspects of youthful marriage. Maturity. The biologists know that early marriage should not precede the period of completion of rapid growth, since such growth makes heavy demands upon the body. Childbearing is not advantageous until the body has had time to store up a reserve of vigor not attainable during rapid growth. Children of very young mothers appear to have less chance of living beyond infancy than do those whose mothers are older. The weight of scientific evidence is against youthful marriage. Since girls mature physically more rapidly than boys, marriage laws recognize this difference of age; but both should be beyond the youthful age period stated above.

The geographic aspect. It is interesting to note that youthful marriage has its climatic and geographic aspects. In

general, the warmer the climate the earlier is physical maturity and the shorter is the whole period of maturity. Even in our own country the census returns show that there are more youthful marriages in the warmer parts of the country. The isolation of rural districts has also a tendency to bring about early marriage. In cities the development of manufactures has given women an opportunity to enter wage-earning industries, to secure better schooling, and to provide a greater diversity of interests. The combination of these and a desire for an advancing standard of living tend to delay marriage.

The social aspect. In the youthful marriage of girls, which is more frequent than that of boys, the men are usually older and often very much older than their girl brides. It is difficult to set up wholesome personal relations where there is such a wide span in years and emotional maturity and interests. An older husband may become his wife's guardian or mentor. This relationship tends to cripple the personality of both. Neither may ever know the meaning of genuine comradeship in the marriage relation. As a result, many youthful marriages are annulled or terminated by divorce. Carelessly drawn marriage laws and even more careless administration of marriage laws are responsible.

Some motives back of youthful marriage. Youthful marriages are often not only the result of early infatuations, but are caused by many other conditions. There are three causes that are most outstanding

Home conditions. When girls find home conditions intolerable, marriage to an older man may seem to be a means of escape. Sometimes they feel that their parents do not understand them. Poverty and crowded home conditions may make a girl feel that she cannot bring her friends home. Parents who are ignorant and indifferent to the needs of their children may cause their daughter to try to find happiness elsewhere

Conflict between youthful marriage and education laws. Marriage may also be used as a means of escape from law enforcement—to avoid punishment for disorderly conduct and

to evade the requirements of compulsory education. There is a conspicuous conflict of child marriage laws and compulsory education laws in states where girls are required to attend school until they are sixteen or over unless they are gainfully employed. In states having this educational requirement the minimum marriageable age is lower than sixteen. This requirement is evaded in some states by setting aside the compulsory education law when a schoolgirl marries, while in other cases girls remain in school when they learn that marriage will not exempt them from school attendance.

In 1920 the National League of Compulsory Education Officials adopted a resolution urging uniform laws in all states forbidding the marriage of boys and girls of compulsory school age. Wherever compulsory education has become an accepted custom, this would seem to be a reasonable solution. In some cases the minor is freed from parental control by marriage.

Exploitation of marriage. While marriage is the legal sanction of the state to found a new family, it is usually solemnized by a religious ceremony. However, the state does not make any provision to safeguard it against the social menace of exploitation (using another person or incident for selfish purposes).

Scattered throughout the country are "marriage-market" towns, usually located in county seats whose population is not large and frequently near a state line which may be adjacent to more than one state and conveniently reached by railroad and good highways. In these marriage-market towns licenses may be procured with ease. The prospective couple may be urged to secure a license, and the marriage ceremony is performed with little time for thought, reflection, or the sincere feeling that should be a part of such an occasion. The chief actors in this sordid drama besides the bride and bridegroom are a justice of the peace, or a clergyman of a degenerate type, the all-too-obliging person who issues the marriage license, and professional witnesses who receive fees.

There are other forms of exploitation of marriage which may be classed as exhibitory. Marriages have been performed

at public expositions, in airplanes, at radio stations, at motion picture studios, and at parties. The marriage ceremony may even be performed as a result of a dare or a jest, or when the couple do not know what they are doing, since there is no law to prevent marriage when either party is drugged or drunk. Another form of exploitation is that of the correspondence "club" through which men and women are introduced with the object of marriage. Naturally, knowing each other only

CONNECTICUT STATE DEPARTMENT OF HEALTH		
Bureau of Vital Statistics		
Marriage License		
Town of	SAMPLE	
1 Groom's name	1 Bride's name	
2 Age	2 Age	
3 Color	3 Color	
4 Occupation	4 Occupation	
5 Birthplace { Town _____ State or Country _____}	5 Birthplace { Town _____ State or Country _____}	
6 His residence Single _____ 2d 3d Widower _____ Marriage } Divorced _____	6 Her residence Single _____ 2d 3d Widow _____ Marriage } Divorced _____	
8 Name of Father	8 Name of Father	
9 Maiden name of Mother }	9 Maiden name of Mother }	
10 Supervision or control of Guardian or Conservator	10 Supervision or control of Guardian or Conservator	
I, _____ and _____, the persons named in this Marriage License, do solemnly swear that the statements therein made are true, in accordance with Sec 1595c, of the Cumulative Supplement to the General Statutes		
Sworn to before me this _____ day	Dated _____ Signed _____	
	Dated _____ Signed _____	
of _____ 19 _____	Signed _____	Registrar _____
I certify, that the above-named parties have complied with the laws of Connecticut relating to a marriage license, and any person authorized to celebrate marriage may join the above-named in marriage within the town of _____		
Dated _____	19 _____ Attest _____	Registrar _____
Marriage Certificate		
I hereby certify that Mr _____ and Mrs _____, the above-named parties, were legally joined in marriage by me at _____ this _____ day of _____ 19 _____ Town _____		
Signed _____ Official capacity _____ SAMPLE _____		
Address _____		
Form Q-V 5 31120 15M		

Copy of a marriage license and marriage certificate.

through letters is not adequate acquaintanceship for happy marriage.

Method of obtaining licenses. Before any marriage can be legally performed, the candidate must receive the sanction of the state in the form of a marriage license. The candidates must be either single, widowed, or divorced; that is, no one who is now married can secure a license to marry. The persons must be above the specified minimum age or they must have the consent either of parents or of a legal guardian.

In most states the bridegroom is the one who makes the application for the license and by swearing to the truth of the data furnished he establishes his right and that of the bride to marry. Although both candidates should be required by law to appear at the license office, only a few states demand the application in person by both bride and groom.

The license is addressed to anyone legally authorized to solemnize marriages, whether a civil or religious officiant. It is interesting that no more than a fourth of the marriages in the United States are performed by civil officers. Either the license itself or a detachable part of it must be signed by the one officiating and returned to the office from which it is issued. Unless this is done, the state has no permanent record of the fact that the ceremony has been performed—a lack that may prove awkward to the principals later.

Usually the license is issued ten or fifteen minutes after the application is made, and the ceremony may follow immediately. But there is an increasing number of states in which all candidates must now give advance notice of intention to marry. This notice is followed by an interval of several days, usually five, before the license is granted. Such an interval has three advantages: (1) it gives the contracting parties time for second thought; (2) it gives the license issuer time to investigate the record of one or both of the candidates if there is any doubt as to the truthfulness of his or her statements; (3) it provides an opportunity for any interested party to stop the marriage if there should be such a need. However, there may be very special reasons for waiving this requirement of a waiting period, such as pregnancy or the im-

Statement of Licensed Physician and Record of Standard Laboratory Blood Test Necessary
for Each Applicant to Obtain a Marriage License

Town or City

, Connecticut

Date

This is to certify that I have examined

(Exact Name of Applicant)

(Address of Applicant)

and that in my opinion this individual is not infected with syphilis or in a stage of that disease that may become communicable. I also certify that the applicant submitted to a standard laboratory blood test. (See Law on back of this form.)

Applicant's Signature

M. D.

(Signature of Licensed Physician)

(To be signed in presence of physician)

(Address, Town or City)

(Name of Laboratory)

(Address)

RECORD OF STANDARD LABORATORY BLOOD TEST

his is to certify that a

(Name of Test)

test, a standard laboratory

blood test as defined in Regulation 40-B of the Sanitary Code of the State of Connecticut, performed

on a blood specimen submitted in the name of

(Date)

(Exact Name of Applicant)

(Address of Applicant)

is been reported to

(Name of Licensed Physician)

(Address, Town or City) CONNECTICUT

(Signed)

(Person in Charge of Approved Laboratory)

(For this test to be valid, the marriage license is to be issued not more than forty days from the date of this blood test. See, 1595c, 1935 Cumulative Supplement to the General Statutes)

FM O-L 125 (11-35) 5M

Copy of form for information required in certain states before a marriage license can be issued.

minent death of one party. In such an emergency an order may be secured from a designated court. A required waiting period after the application for the license should become the rule in all states.

Parental consent. The consent of parent, legal guardian, or court must be given for the marriage of all minors. If administrative efficiency is slack, parents may lie about the age of their children. There are cases on record where parents have given consent for the marriage of daughters at the age of twelve or thirteen. Some states specify that parents are non-residents. Most of the states require of minors the filing of written consent of parents either in all cases or in lieu of their appearance. In some states allowing verbal consent, consent by telephone may be accepted. If there are no telephones, telegrams will do.

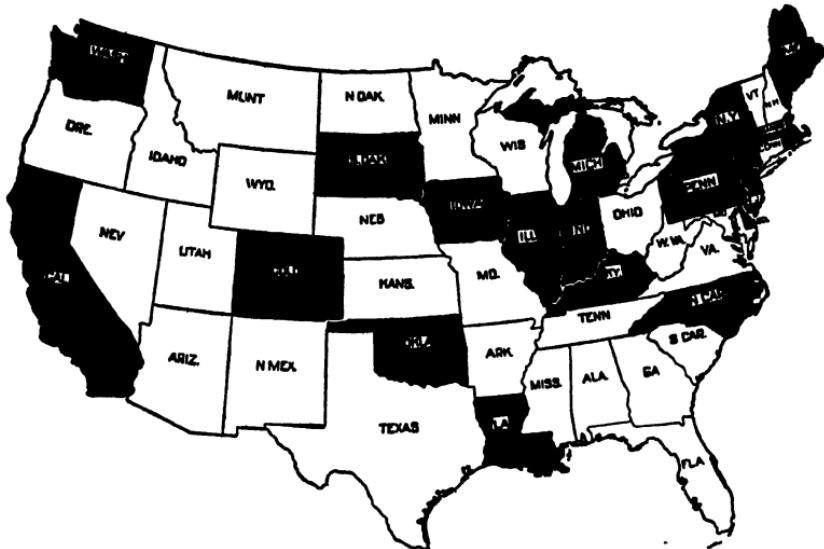
Forged signatures have sometimes been used. Some persons have misrepresented themselves to be parents of candidates and have had their evidence accepted. Many violations of the marriage law are traceable to this practice of accepting affidavits in place of proof which could easily be produced. Some form of identification is necessary to protect parents from fraud. When parental consent must be given in writing, signatures should be properly attested by a notary.

Age of marriage. The wide difference in the minimum marriageable age in the different states causes serious administrative difficulties. The lower ages are legal standards inherited from earlier times, and do not represent the wiser standards which America is developing.

The sworn statement is considered sufficient proof of age in most states. However, as a protection to the youthful candidates themselves, as well as to the parents or guardians and the state, there should be genuine proof of age before the license is issued. Proof may be shown by presenting one of these papers: (1) an attested transcript of birth certificates; (2) a certified baptismal record; (3) a passport showing the date of birth. If none of these is available, other proofs may be secured, such as census age records, vaccination certificates, Bible records, Sunday School records, insurance poli-

cies, immigration records, naturalization papers, and other varying types of written proof.

Common-law marriage. A common-law marriage is a marriage based on a mutual agreement between persons legally

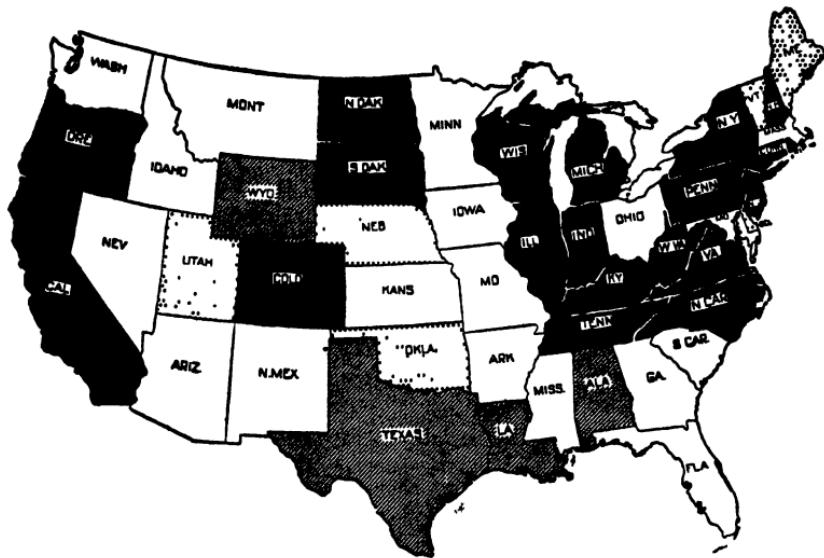


In order to protect babies from syphilis, nineteen states, shown in black, require physicians to examine expectant mothers (American Social Hygiene Association map)

capable of making a marriage contract to enter into the relation of husband and wife. The common-law marriage is not solemnized in any particular form. The state has no part in this arrangement, has no record of it, and has no opportunity beforehand to pass upon the qualifications of the parties to it. Young people thinking of marriage should never consider entering upon a common-law marriage. If one's prospective partner is not ready to follow the regular procedure of getting a marriage license and having the marriage performed by the legal officiant, there is probably something wrong. Publicity in marriage is a safeguard.

The common-law marriage remains from the early days in the country when distance and poor transportation were bar-

riers in reaching a "preacher." The fact that in some states it is legally still on a parity with licensed and ceremonial marriage shows how difficult it is to uproot long-established laws and traditions. Common-law marriage is a serious handicap



Thirty states require some form of health examination before marriage. The twenty states shown in black require examination by physician of both bride and groom, the four states with slanted lines require examination of groom only; the six states with dots prohibit marriage of persons with venereal diseases. (American Social Hygiene Association map)

to sound relationships. Eventually it must be abolished in every state.

Health standards. There is no nation-wide and uniform provision forbidding the marriage of the feeble-minded, the epileptic, or those with venereal diseases. Mental disease in the United States causes the taxpayers enormous sums of money and part of it might be checked by forbidding certain marriages. Because this laxity is placing an enormous burden on the nation, public opinion is being aroused and an increasing number of states are requiring health certification before marriage.

Administration of marriage laws. Those studying the defects in our marriage laws believe that an improvement in the administration of the marriage law itself is fully as important as securing better standards of law-making. They recommend that the state health departments have a division of marriage law administration which will instruct local officials in the methods of administering their important offices so as to dignify marriage, uphold legal standards of age, and safeguard against fraud all who are considering marriage. Here is a problem which, like many others, requires education as to the right ideas and as to intelligent government administration of the plans.

Questions and Class Activities

1. How would you define the term "youthful marriage"?
2. What is the conflict between youthful marriage and education laws?
3. Why should laws discourage marriage before maturity?
4. How does the geographic location affect the age of marriage?
5. What are some of the factors which tend to make a difference in the age of marriage in city and country districts?
6. What are some reasons for youthful marriage?
7. What is a reasonable time to elapse between the date of securing the license and the date of marriage? Of what advantage is this interval?
8. Who should be required to visit the license bureau to secure a marriage license?
9. Under what conditions should parental consent be required for marriage? How should this be given?
10. Why should the state health department be concerned with standards for marriage?
11. Let a committee of two, selected by the class, call upon the county clerk, a well-informed lawyer, or a justice of the peace and secure information regarding the marriage and divorce laws in your state as to the procedure for obtaining a license, the age of

consent for marriage, where information can be obtained on the number of licenses for child and youthful marriages that were granted in your county and state last year, the number of marriage licenses issued to adults, and the grounds for divorces granted.

12. What might be some advantages of uniform marriage laws?
13. What action should be taken to combat the social evil of the marriage markets and other forms of exploitation?
14. If there is to be a uniform marriage law for the forty-eight states, what items do you think should be included in it?
15. Why is the marriage ceremony rightly considered an event of family interest, at which parents, relatives, and friends are present? Does this tend to increase or decrease the favorable influences under which the new home is started? Why is a runaway marriage or an elopement likely to be handicapped from the first?
16. If possible, secure information concerning marriage and divorce laws in the states adjoining the state in which you live. Compare these and draw your own conclusions as to their relative merits.

PROBLEM 3. WHAT IS THE DIVORCE SITUATION IN THIS COUNTRY?

Increase in the rate of divorce. Divorce is one of the most pressing social problems with which the world is confronted today. Although it has been discussed since 1867, little or no progress has been made in decreasing the number of divorces; instead, the number has steadily increased. The increase began with the urbanization of the country. Families living in rural districts or small towns endured much before they would air their difficulties in the courts; while those living in cities could obtain a divorce with less embarrassing publicity.

Grounds for divorce. The following causes for divorce are listed in order of their frequency, the first being by far the most common: cruelty, neglect to provide, desertion, drunkenness, adultery, combinations of preceding causes, all other causes.

The legal ground given for divorce is often not the true cause. The reason advanced for giving a divorce is necessarily

influenced by the law of the state. The real root of the family discord may not be recognized as sufficient ground within the statute of that state. There is a disposition on the part of both the husband and wife to protect their future by having the complaining party enter a charge that is less severe than the one both know to be the real cause. Sometimes the real cause is too subtle to come under the range of any legal term but is nevertheless the actual cause for the divorce. Two-thirds of all the divorces that have been issued in the United States have been applied for by women. Because of the social consequences of divorce, the husband often assumes the burden of guilt as far as the legal procedure is concerned, even though he is entirely innocent. This masculine code has a definite influence on the granting of more divorces to women than to men.

Desertion. We may see an account in the paper or hear from a social worker that a man has completely disappeared, leaving a family of small children without support. What are likely to be the causes for such behavior on the part of the man? Divorce and desertion have many factors in common. Because of this likeness, desertion has been called "the poor man's divorce." Desertion is often a substitute for divorce and is confined almost exclusively to people of the lower economic status. The well-to-do classes resort to the legal methods of getting free from their marital difficulties. It is the only method of escape within the social code of those classes. Desertion would mean not only throwing away one's professional or vocational reputation but also one's opportunities for another marriage.

A poor man may resort to desertion for any one of a number of motives, among which may be economic pressure, incompatibility of temperament, or wanderlust. Desertion brings out clearly the greater instability of family life in the city as compared with that in the small town and rural districts. It is more difficult to disappear and lose one's identity in small communities. Again, the city provides fewer face-to-face associations to check the irresponsibility which encourages family desertion.

Many of our states have passed laws which deal with the problem of nonsupport and desertion. However, it is becoming clear that the law is not a remedy for desertion. Like divorce, it is an expression of unsound family life, and the cause instead of the result must be the point of attack. Greater and more practical efforts must be made to develop wholesome and happy home life.

Alimony. Alimony is the money designated by the court to be paid by the husband for the support of his divorced wife or his wife and children. In the days when marriage was the only vocation open to women and they were really social dependents, the granting of alimony was not only justifiable but it was a public necessity. No woman, however cruelly treated, could attempt to get a divorce if it left her financially stranded and a charge for public support; hence alimony was commonly granted.

But since those days women have gone into competition with men in every kind of industry. Now marriage is not ordinarily entered upon as a means of support. Many women can earn more than their husbands, and frequently a wife can get employment when her husband cannot. Under these conditions of modern economic equality, alimony does not seem justifiable except when there are children. Judge Strong of the Appellate Division of the New York Supreme Court is reported by the press as having said, "Everybody considered, I believe alimony should be discounted because it keeps women lazy, gratifies their revenge, makes men miserable, and serves no good ends."

Under the present law the possibility of obtaining alimony if her marriage fails is no doubt in the mind of many women who enter matrimony because of economic ambition. To such women divorce may mean freedom from the responsibilities of marriage without the sacrifice of financial advantages. The possibility of getting money is also a barrier to reconciliation. So is the professional divorce lawyer who encourages divorce rather than a reconciliation because of the generous fee he receives for his services in collecting the alimony for the wife.

What of divorce reform? Divorce will be reduced as persons enter into marriage with more forethought and with a more complete understanding of each other's ideals and convictions. The value of permanency in marriage is now being consciously realized, and it is hoped that this will ultimately lead to fewer divorces. There is the promise, too, that marriage consultation services will reduce divorces. Special consultation services have been organized, such as the Institute of Family Relations in Los Angeles, and the Marriage Counsel in Philadelphia. Read "Marriage Counsel, Philadelphia," on page 512. Wise clergymen have always consulted with couples who are disturbed in their family relations.

The right spirit in family life is of course the best prevention of divorce. Laws will help, but the greatest aid is the will and purpose of those who marry to make a lifelong success of their married partnership. Such a purpose of permanency and a determination to make the marriage a success, entered into wholeheartedly by the two partners, will assure the success which is desired.

Divorces will also be lessened as society provides an educational handling of the cases where couples think they must get a divorce rather than the present method of court divorce trials carried on by lawyers. The state of mind that arises and develops between a couple in such a predicament is often as specifically an abnormal mental state as physical sickness is an abnormal bodily state. Our divorce courts must become bureaus of consultation and guidance in domestic relations at which a couple in difficulties can get help in re-establishing normal personality relationships. A first step in that direction would be to abolish divorce trials and substitute private hearings before a divorce proctor, skilled in such matters, who would hear the two persons without lawyers and try to find a way to reconcile them.

Questions and Class Activities

1. What are the grounds for divorce in your state?
2. How many divorces were granted in your state last year?

3. What is the difference between divorce, desertion, and annulment?
4. Are there any circumstances in which alimony might be justified?
5. Why is there a need for uniform divorce laws?
6. Suggest a program for educating the public in marriage and divorce reform.
7. What legislative measures do you think might improve the present divorce situation?
8. What services might a family in trouble expect from a family consultation bureau?

UNIT II

Children in the Home

A little child shall lead them.

ISAIAH

PROBLEM 1. WHY IS THE HOME SO IMPORTANT IN CHILDHOOD?

The child and the family. Each baby comes into the world with all the capacities he will ever have for physical, mental, emotional, and spiritual growth and development. Largely on the home depends the extent to which the various capacities will be expressed, the direction which the expression will take, and the happiness which it will bring to the child and to others. In homes where the parents are grown-up in their viewpoints and reactions to life, the normal, wholesome development of the children is their most rewarding interest. Caring for the children when they are young, and learning with them as they grow, is an enriching, educative experience. One mother, looking back at the age of eighty over her family life and her children, each of whom had gained distinction in widely differing fields, remarked, "There is no liberal education equal to having several children. I know, for I have five and each one is a distinct and tremendously interesting variety."

Being wellborn. It is the hope of thoughtful people that eventually every child who comes into the world will be well-born. In the broadest sense this means being born of parents who are sound physically, mentally, and emotionally; who



The promise of well-adjusted personalities Barbara Jean and Emily Claire have much in common. They are the same age—four months. They have sound physical and mental inheritance. Each has one Scandinavian parent. The parents of each are happily mated, well educated, and in moderate financial circumstances. These babies are being fed and trained according to the latest scientific practice. One lives on the shores of the Great Lakes, the other on the coast of the Gulf of Mexico. How will their environment mold their personalities?

love each other; who are grown-up enough to accept each child as an individual, different from every other individual; and who are able to help each child grow into a mature, well-adjusted, socially useful adult.

It has long been known that the physical inheritance of the child is dependent upon the germ plasm provided by the parent. We now know that his emotional and social well-being, and probably his mental development, depend largely on the atmosphere and guidance which surround him in the home. The most important elements in the atmosphere are the attitudes which the parents have toward each other, toward life, toward the child, and toward his relation to them. A child becomes largely what the family, during the early years, forces or helps him to become.



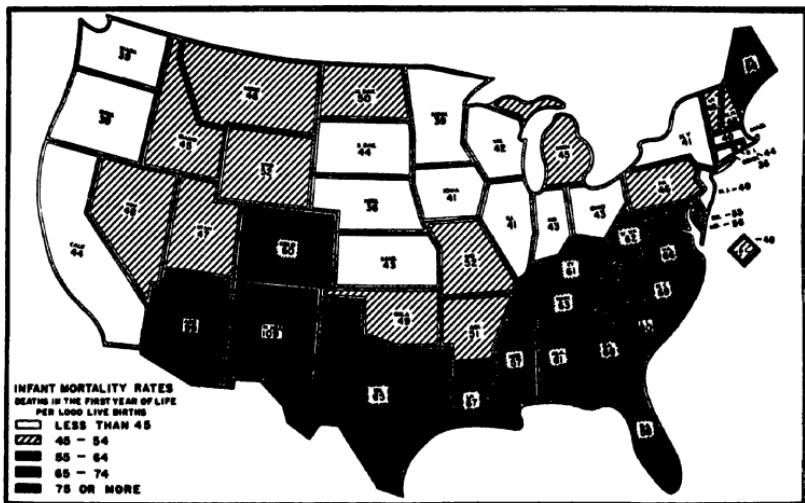
"Miss Lucky"—Which? (Donald Snow photo)

New interest in children and their welfare. Because of this realization of the importance of the early years of childhood and the influence on them of what happens in the home, the twentieth century has come to be known as "the century of the child." In every direction we find evidence of effort to assist and supplement the home in promoting the well-being of the children. In the school, the educational need of each child as an individual is given greater attention than ever before. In some churches, the early interest in the religious welfare of children has been extended to include programs on child care and guidance. In law, we find that the welfare of children has a much more important place than ever before. In larger communities, there are now courts to handle children's cases, presided over by a specially trained children's judge who, with probation officers, also consults with parents. Community activities, especially those concerned with the

physical well-being of children, are gaining in importance and scope. Clinics have been opened for advising parents on all phases of child welfare.

Parents are eager to learn all they can about children. They are less willing to accept without question ideas handed down

INFANT MORTALITY IN THE UNITED STATES, 1938



This map shows the rate of infant mortality in the United States. What is the rate in your state? (U S Children's Bureau map)

from the past before study was made of the child's needs and factors influencing his development.

The White House Conference. The Federal Government has cooperated in this widespread movement to have each child wellborn and grow into a happy, well-adjusted adult. Four times now—in 1910, 1920, 1930, and 1940—the President of the United States has called together in Washington a distinguished group of people to consider ways and means of safeguarding and assisting the nation's children. The groups have included parents, school men and women, pediatricians, welfare workers, psychologists, psychiatrists, and other child specialists from all over the country. These meetings are called the White House Conferences on Child Health and Protection, and their proceedings, issued in several vol-

umes, present the work and the recommendations of the Conferences. The first Conference resulted in the establishment of the U. S. Children's Bureau. The 1930 Conference issued the widely quoted "Children's Charter." The following excerpts from the charter reveal the emphasis placed by the Conference on the importance of the home and family for the well-being of the child:

For every child a home and that love and security which a home provides; and for that child who must receive foster care, the nearest substitute for his own home.

For every child a dwelling place, safe, sanitary, and wholesome, with reasonable provision for privacy, free from conditions which tend to thwart his development; and a home environment harmonious and enriching.

For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps.

For every child understanding and the guarding of his personality as his most precious right.

For every child such teaching and training as will prepare him for successful parenthood, homemaking, and the rights of citizenship; and for parents, supplementary training to fit them to deal wisely with problems of parenthood.¹

As the twig is bent . . . There are many reasons for this remarkable interest in childhood. Perhaps the most important is that both those who are studying children and those who deal with troubles of older people have come to realize that the difficulties in adult life, particularly in habits of thinking and ways of feeling, begin in early childhood, even in infancy. The truth of many proverbs that childhood experi-

¹ "The Children's Charter," White House Conference on Child Health and Protection (Washington, D C U S Government Printing Office, 1931)

ences influence the adult's life has been confirmed. Because of the deep importance of the early years in the home and the family, wise parents prepare thoughtfully for the coming of the baby and seek to provide adequately for his continued welfare.

Questions and Class Activities

1. Why is childhood such an important period in life?
2. Why is the twentieth century called "the century of the child"?
3. What is the reason for recent interest in better guidance and welfare of children?
4. Elect committees from the class to find out the names of all organizations and agencies in your community that are helping parents with the care and guidance of infants, with the care and guidance of young children, and with an understanding of older boys and girls.
5. Elect committees from the class to find out the names of all organizations and agencies in your community that are helping dependent children of all ages.
6. Talk with one or more of the officers in at least two of the organizations mentioned in 4 and 5 to find the number of parents or children the organization serves and the kind of help it gives to them and why.
7. Report your findings to the class. Include in your discussion what you think high school and junior high school students can do to help conditions now and when they have become adults.
8. Go to a district in your community that is unlike the district in which you live, and observe the kind of homes, the children and what they are doing, situations which you think are helpful to children, and situations which you think are harmful to children. Discuss your observations in class or with at least three of your friends.
9. Read the Children's Charter. List ways in which your community is helping to provide conditions recommended by the Charter. Think of ways in which a club or group to which you be-

long could help to provide conditions recommended by the charter. Discuss with members of the club or group practical plans for this. Try to see that the plans are carried out during this year.

10. Through your teacher enlist the interest of an enterprising community organization in using the contribution your class can make in some fundamentally worth-while child welfare project.

PROBLEM 2. HOW WILL THE HOME PREPARE FOR THE BABY?

Before birth. The coming of the baby will mean certain adjustments in the family and in the household. Moving may be desirable if the house is small, or if this is the first baby and the couple have been living in quarters "just big enough for two." If the mother has been earning outside the home, unless she must work to provide funds for the family, she may wish to stop working toward the end of the pregnancy in order to allow more time for some of the preparations which the coming of the baby requires. Pregnancy is a normal, natural condition, covering the nine months before the baby is born. If the mother is healthy and cares for herself properly during this time—if she lives a simple wholesome life free from fatigue, worry, and strain—there should be no difficulty about her health, her comfort, or the health of the baby. Many expectant mothers who are wage earners continue their work until a few weeks before the birth of the child.

Prenatal care. The care of the baby begins long before he is born. To insure proper growth and development of the baby and to safeguard against difficulties at birth, the mother should consult a reputable physician as soon as she thinks she is pregnant. She should place herself under his care and follow his directions intelligently. She should also consult a dentist.

Eating for two. Since what the mother eats must provide for the growth and development of the baby as well as for her own health, her diet is of the utmost importance. She should eat large quantities of fruits and vegetables and have a quart of

milk every day. Unless she eats adequate amounts of these and other foods which build bone, muscle, and blood, nature will take what it needs from her body to provide for the child. One reason why a mother's teeth sometimes decay during pregnancy is that she does not get enough calcium or certain vitamins in her diet. To provide the essentials which are needed by the mother and the baby, nutrition workers tell us that throughout pregnancy the mother should have:

- Milk—at least a quart a day
- Cereals—chiefly whole grain
- Bread—all kinds, chiefly dark
- Green vegetables—two or three servings daily, cooked or uncooked
- Potatoes and other vegetables—one or more servings daily
- Fruits—oranges or tomatoes at least once daily and other fruits—fresh, dried, or cooked—as desired
- Eggs—once daily
- Meats—poultry or cheese once daily—except when liver is served—and fish once a week
- Sweets—sugar in moderation, simple desserts
- Butter—at each meal, and other fats to make up the total energy requirements
- Cod-liver Oil or Haliver Oil—daily in amounts prescribed by the physician
- Water—if possible six to eight glasses daily.

Mother's clothes. The mother's clothing should be carefully chosen so as to provide the maximum amount of comfort and attractiveness. Special thought should be given to the selection of the foundation garment and shoes. The shoes should be oxfords of the type often referred to as "orthopedic." They should provide good support for all parts of the feet; the heels should be made of rubber. The foundation garment should allow for increase in size in the mother's body. It should be light in weight and should be so designed and fitted that it "lifts up" and helps to support the abdomen. Anything which "pulls down" on the abdomen or presses on

it should be avoided. As far as possible, the weight of all garments should be from the shoulders. The clothing should be light in weight and easy to put on and take off. It should be attractive and becoming in color and line. Being well dressed and keeping well groomed contribute materially to the mother's sense of well-being and at the same time make her more pleasing to her family and friends. Exquisite cleanliness is also desirable. A daily bath throws off body wastes and is stimulating and refreshing.

Sharing the secret. If there are other children in the family, they should be allowed to share in the family secret that a little brother or sister is expected. Older children may be told a few months before the baby is to be born. However, it is better to wait until a few weeks before the event to tell younger children. Knowing about the new baby will create a desire on the part of the children to help more with the home responsibilities, relieving the mother from work and strain. The joy of anticipation and thoughtful consideration for the mother on the part of the father, brother, and sister may draw all members of the family together in a closer bond of sympathy and understanding. If there is a three-, four-, or five-year-old child in the family, particularly if he or she is the youngest, special thought should be given to preparing him for the advent of the baby. Even though he may think it is going to be fun to have a little brother or sister, he usually thinks of the new baby as being of his own size and age. When he sees how tiny and dependent the baby is, and how much attention it receives, he may feel neglected and unhappy. If the child is told before the baby comes how it will look, how much care it will require, and that he and all other children looked the same when they were born, he will be better prepared for what the situation will be. It will be helpful too if he can be taken to see a tiny baby and perhaps hold it. Things he can do in preparation for the new brother or sister will help him to feel that he is contributing and that he counts with the others in family activities and plans.

Where babies come from. In knowing about the new baby little children often want to know where the baby comes

from. This interest is natural and wholesome and they have a right to know the truth from the parents. Older children may be told about conception and birth. Usually it is sufficient to tell the younger child that the baby grows from a tiny seed in the mother's body until it is big enough to be cared for outside her body and then it is born. Though he may not ask about it directly, the younger child is interested in the baby's physical appearance and needs and not in the facts of conception, pregnancy, and delivery. However, questions asked or implied by any child in the family should be answered straight-forwardly and truthfully in terms of what the child wants to know at his level of experience, rather than in terms of what the question may imply in adult experience.

The layette and baby furnishings. Everyone is interested in clothes and other supplies and equipment for the new baby—especially the carriage, the bassinet or bed, the bath and toilet articles. Until recently the tendency has been to make the baby clothes and furnishings so elaborate that their care was a burden. Now the emphasis is on their suitability to the comfort and needs of the child. To be suitable to his needs, clothing should keep the body at even temperature, be large enough to allow freedom of movement, be light in weight, and be easily and thoroughly laundered. Since the baby out-grows his clothing quickly and since most of his time is spent in sleeping, it is wise—unless the family has money enough—to limit the layette to shirts, nighties, diapers, sleeping bags, and perhaps one or two soft jackets and hoods. A slip and a dress for special occasions may be included, but they are not necessary.

Except in a family of means, the bassinet can well be dispensed with in favor of a sturdy small bed with sides, wheel casters, firm mattress, and springs which will serve through the first two years of life. The baby carriage should have firm but good springs and large wheels with rubber tires to avoid jarring the baby when he is riding in it. The handle should be at a comfortable height for the person who will most often wheel the carriage. There should be a top which, when

up, practically covers the carriage, and a compartment for packages so that when things need to be put into the carriage the baby is not inconvenienced by them.

Bedding to be used on the bed and in the carriage should be light in weight and large enough to tuck in amply at the sides and foot and to permit thorough laundering. Several rubber sheets will be needed to protect mattresses and under bedding. Practical but very attractive furnishings and equipment are now available for the baby's toilet and bath. The choice and arrangement of these articles and procedure in making the baby's bed can be discussed with the physician and baby's nurse; or advice on them may be secured from books on infant care or from pamphlets from the United States Children's Bureau and from the better women's magazines.

The baby's room. While few "average homes" or families can afford a nursery in the storybook sense, the baby should have a room of his own. Failing that, space for his bed and other equipment used in his care should be arranged where his routines will not be disturbed by other members of the family and where the family will not be disturbed by them. The main business of the baby is to eat, to sleep, and to grow. He can accomplish these best in as much privacy as the family can provide for him. Sometimes older children who have had separate rooms can share a room together so the baby may be alone, or space can be partitioned off with wallboard for a temporary nursery. Time and money which used to be spent on elaborate "frills and fixings," especially in clothes and the bassinet, are now more wisely used in making structural changes in the house which will provide the baby and family with privacy.

Sense versus sentiment. Throughout the preparations for the baby's coming, emphasis is now placed on his needs as a growing, developing person, and on the ways in which each member of the family can help him to be happy and comfortable. Naturally a baby calls out in each of us certain emotional responses. We will love him dearly. We want him to love us. But if we are to help him most in finding his way through the complexities of living in a world to which he is

entirely new, our planning for him and our welcoming of him will savor more of good sense than of sentiment.

Questions and Class Activities

1. What is meant by "prenatal care"?
2. Why is prenatal care so important for the mother? For the baby?
3. Mr. and Mrs. Allen were graduated from high school three years ago. They live in a small rural community. They have just discovered that Mrs. Allen is pregnant. This is their first baby. You have been asked to tell them how they can get material which will be helpful to young people in such a situation. Where would you suggest they write for pamphlets and other kinds of publications that will be helpful to them at this time?
4. If you live in a large center, form a committee to visit the infants' department in one of the stores early some Saturday morning when the salespeople are not so busy. Find out all you can about the various types of baby clothes, toilet articles, and bedding. Examine the articles carefully, noting differences in quality, price, and construction. If you live in a small community, the committee can obtain all the information available at the local store, and then carefully study one or more good mail-order catalogues for more information.
5. Go to a furniture department or use the mail-order catalogue to find out all you can about baby carriages and beds. Go to a building supply company or lumber yard and to hardware stores for information about materials for partitioning off a room for a baby.
6. Discuss all of your findings in class. Then, as a class project, write to Mr. and Mrs. Allen telling them what you have learned that will be helpful to them in preparing for their baby. Discuss the care Mrs. Allen should have, what she should eat during pregnancy, and why, what clothing she should choose with special care, and why, characteristics of clothing that is suitable for the baby, what garments to supply for the baby and any information you obtained about them, things besides clothing that they should have ready when the baby comes, and what you have learned about these things.

7. What help can Mr. Allen give in preparing for the child. Give any information you secured which will help him.
8. Arrange with the teacher to have this material kept on file where each of you can read it. As you read it, write out suggestions or questions that occur to you.
9. If you have a younger brother or sister, write what you remember about the baby's coming. Tell how old you were when the baby was born; whether or not you knew it was coming, how you knew, and how soon before the time you knew; how you felt about having a new brother or sister; what things you did for the baby when it was small, and which of these things you liked or disliked to do; what things you would do differently when you have children of your own.
10. Secure from the Children's Bureau a list of pamphlets and publications, and make up a class order of samples. (Send a stamped envelope addressed to yourself to the Children's Bureau U. S. Department of Labor, Washington, D C)

PROBLEM 3. HOW CAN THE BABY'S ROUTINES BE USED TO FURTHER HIS ALL-ROUND DEVELOPMENT?

Period of dependency. Infancy is a time of great helplessness and dependency. The young of all animals are more or less dependent for a short period, but a baby must be cared for by an older person for the first four or five years of life. Biologists call this the "prolonged period of infancy."

Period of rapid growth. During this period of infancy, growth is greater than at any other period of life. The baby not only gains rapidly in size and weight, but he changes rapidly in appearance and performance, his random movements become coordinated and he begins his mental development and his education in social-emotional behavior. Routines and attitudes in the family are the most powerful single influence in determining the child's personality patterns. For all these reasons it is of the utmost importance that parents, brothers, and sisters understand the baby's needs and the part that wise care plays in his development and growth.

Feeding the baby. For the first few months in babyhood no other food can take the place of the mother's milk. If the

mother is normal and if her diet is adequate, nature will provide in her milk the right elements needed for the baby's growth and energy at the right temperature. Whenever possible, the mother should nurse the baby. Breast-feeding may be inconvenient at times, but the work of preparing artificial food and caring for nursing bottles is more arduous and exacting; moreover, susceptibility to disease may increase when the baby has a formula. If breast-feeding is impossible, the formula should be prescribed by a competent physician, pediatrician, or nutritionist and should be revised as the child grows.

Learning good food habits. Because its stomach is small the baby should be fed small amounts of food regularly. The specialist who prescribes his diet will from the first state the intervals for the feedings. The intervals should be followed conscientiously with no between-meal feedings. A little baby is usually fed every three or four hours, then as its body grows and the capacity of its stomach increases, the feeding interval is lengthened. If either the breast- or bottle-fed baby is fretful or cries between feedings and seems to be hungry, he can be given warm, boiled water in his bottle. Often this is what he needs. If it does not satisfy him, consult the person who is supervising his feeding.

Gradual weaning. Whether the baby is breast-fed or bottle-fed, he needs supplementary foods almost from the beginning. These are orange juice, unseasoned vegetable water, cod-liver oil, and, for the bottle-fed baby, egg yolk. These supplementary foods are started in very small amounts when the baby is tiny. The amounts are gradually increased until by the time the baby is weaned he is already eating most of the foods he will then have.

Learning to feed himself. Even a young baby only a few weeks old can help with his feeding. Instead of holding his hands away when he is fed, the baby should be encouraged to rest his right hand on the hand of the adult. This helps him to learn the motions in eating. The bottle-fed baby will have his hand on the bottle or on the hand of the adult who is feeding him. Later he can actually help to hold the bottle and to guide it to his mouth and take it out as he eats and

rests briefly in feeding. When he is about ready to be weaned, he will be handling the bottle almost entirely alone.

Both the breast-fed and the bottle-fed baby can early begin learning to feed themselves from a cup and from a spoon. To help the baby eat from a spoon, the food should be of the right temperature and should be thin, smooth, and free from lumps. A baby eats by sucking. Food that is thick, course, or lumpy cannot be sucked. People who lack experience in feeding babies think or say that when the baby spits things out he "does not like the food." Actually, he neither likes nor dislikes it—he has only had trouble in sucking it. The baby will succeed if the food is of the right texture and temperature, and is put on its tongue in small amounts, and if we are patient and good-natured about his lack of experience.

Even the tiny baby can soon keep his hand on the hand of the adult or on the spoon or the cup. Gradually he can have more control in handling and directing his own feeding, until finally the adult merely keeps his or her hand on the baby's to help him steady and direct his motions. By the time this stage in the process has been reached, the feeding should be from a child's spoon. The spoon should have a short handle, since the baby grasps it in his fist. The cup should be unbreakable, small, light in weight, and well proportioned so that it will not tip over easy; its handle should be smooth and large enough so that the baby can grasp it securely.

As the baby begins actually to feed himself alone, only a small amount of food should be put on the spoon and a small amount of liquid in the cup. As he learns caution and develops control in self-feeding, more liquid can be put in the cup and the baby may help himself to larger servings on the spoon.

Naturally as the baby grows and becomes more skillful in eating, he will have more of his meals from the tray in his chair rather than sitting in the adult's lap.

The baby is weaned. If from the beginning the baby has been given supplementary feedings in increasing amounts as prescribed by the doctor or nutritionist, if he has been allowed increasingly to help feed himself, and if from the time he

could sit alone he has eaten more and more of his food from his high chair, there will be no weaning in the old sense of the word. Weaning will have been a gradual, satisfying part of his growing up. One day the doctor or nutritionist will think the baby can now take all his food from the cup and spoon and that he can have whole cow's milk instead of milk from his mother or modified cow's milk. Mother must be ready for this step. In feeding him that day she must take "no breast" or "no bottle" as a matter of course, say nothing about it—just proceed. This final step in weaning will be regarded as a kind of graduation day, an evidence that the youngster is growing normally into a self-reliant individual.

Next stages in growing up. Even though the child has now graduated to more mature ways of eating, someone will need to be available to help him with his meals: replenishing the milk in his cup, replacing equipment he may drop, and feeding him last mouthfuls if he is tired. Soon, however, he can leave his high chair for a small table and child's chair. He can have a child's fork as well as the spoon. He can pour his milk from a small pitcher on his own table. When this state is reached, he can call or go to the adult if he needs help.

All-round development. This successful feeding progress is not alone a matter of increase in age or of physical growth and development. It also represents an amazing amount of learning and enormous progress in social-emotional development, made possible through wise use of the eating routines. Continued progress will be made by the child if the family cooperates wisely.

Family example. In families where there are children of various ages, much time will be saved if meals are planned around the needs of the toddler and are supplemented with meat and a beverage for older children and adults. Since wholesome food, which is well chosen, attractively prepared and served, and right for the toddler, also meets the needs of other members of the family, planning meals around the food for the child eliminates the problem of his wanting foods which are served to the family but which he should not have. It also saves a great deal of time in meal preparation and serv-

ing. Expert information regarding food for small children and meals planned on the basis of this can be secured from bulletins from the state colleges of agriculture and home economics, the Bureau of Home Economics and the Children's Bureau in Washington, and from the better women's magazines.

As an example to the child, and as an expression of their own maturity in regard to food, all members of the family will eat the food served to them willingly and without comment. They will take onto their plates only as much food as they will eat. They will endeavor to make mealtimes sociable and happy.

The meal hour. As the child grows older and is allowed to eat at the family table, the evening meal can be an anticipated happy family get-together, with opportunity for the give-and-take of conversation and the exchange of the day's happenings. There will be no need to concentrate attention on the child's eating if the discussion moves along other lines. Discussion of current events, scientific discoveries, news of literary, artistic, and musical happenings, together with the experiences of the different members of the family on that day, all add to the child's growing fund of knowledge. Wisely used, the Sunday dinner can be of special educative interest and value. Julian Bryan, the well-known traveler and lecturer, tells this story of his early childhood. His father made a practice of inviting missionaries to the home for Sunday dinner. The four little Bryans listened eagerly to the human-interest stories of the peoples of foreign lands. Mr Bryan thinks that probably these Sunday dinners prompted his later longing to travel into the far corners of the earth.

Learning good sleeping habits. Along with food, routines relating to sleep can contribute to the child's total development. Except when he is eating, the healthy child will sleep quietly and soundly in a well-ventilated place most of the twenty-four hours. When necessary he can be wakened for feeding; otherwise he should not be disturbed. When he awakens and fusses or cries, the baby is trying to tell that he needs something: he may need changing; he may be too warm

or too cold; his clothing or the bedding may be twisted; he may have lain too long in one position; or he may want someone to be near him. Examine the baby's clothing and his bed carefully to locate the difficulty; having found it, make him physically comfortable. While doing this, talk to him quietly, and soothe or pat him reassuringly. Then go about your affairs and let him sleep.

The baby's sleeping schedule from birth should be regular. Put him to bed for the night and during the day for his naps at the times suggested by the doctor or nurse. See that everything is as it should be; then leave him alone. If he wakes long before his feeding time and is fretful and you can find nothing wrong, he may be hungry. Give him the warm boiled water. If he still fusses, and if the behavior is repeated before several feedings, report it to the person who is supervising his nutrition. He may not be getting the right kind or amount of food. It is undesirable for him to learn to cry for his food or to cry before eating.

When company comes. As the baby grows he gradually spends more of his time awake. There is usually one time of the day, often late in the afternoon, when he is awake longer than at other times. This period offers opportunity for friends or neighbors to see him. At other times special friends who cannot visit him when he is awake may be taken quietly to his bed to look at him as he sleeps. But he should not be wakened or disturbed, no matter how special the visitors may be.

Sometimes when guests are coming for dinner or for the evening and extra preparations are being made, the baby seems to sense the changed atmosphere and to be stimulated by it. He may be wakeful and fuss or cry. This is no reason for taking him up or showing him to the company. Being overstimulated, he needs quiet more than ever. See that he is all right physically, reassure him, keep his door closed, and leave him to himself. However, it is wise to look in occasionally to be sure that he is sleeping.

Sun baths. On good days, even the tiny baby will be stripped and have a sun bath in front of an open window, on the porch, or in the yard. Starting with one minute exposure

on his back and one minute on his front, the time will be gradually lengthened until by the time he is a few months old he can spend considerable time in the sun without his clothes. The sun supplies factors which are important for his physical development. The complete freedom to move about, stretch, roll, and kick materially aids all phases of his development.

Regularity in other routines. The same helpful approach as that used in the baby's eating and sleeping will be used in other phases of his daily schedule. The bath will be given at the same time each day. From month to month he will be encouraged to help more with it—taking his arms out of and putting them into sleeves, putting his head through the opening of his garments before and after the bath, and holding on to the washcloth when it is not in use, later helping to use it.

Usually if the baby's feeding, sleeping, and bathing schedule is regular, and the home atmosphere is genial and free from tension, a regularity will be noticed in his elimination and urination. Much time and energy will be saved for the adult, and the baby will experience early the feeling of being dry and clean, if those who care for him will note his toilet rhythms and will hold him comfortably over a warm infant-size toilet chair at the proper time. This procedure should be taken for granted as a natural part of helping him to grow. If the relations between him and the adult who helps with this is relaxed and wholesome the baby will do his part.

Further provisions for growing up. As the child grows older, even while he is learning to walk and talk, he will tell adults many of his needs through facial expressions, bodily tensions, sounds, and motions of various kinds. If suitable equipment is put where he can use it, it is surprising how much he can and will do for himself. One toddler, whose toilet chair was kept in the bathroom where she could get to it easily and who wore panties with elastic at the waist, regularly took care of her own toilet needs with little help from an older person. A little later, low steps were placed by the washbowl, a small towel and a piece of soap were placed within reach, and she enjoyed washing herself. A mirror kept low where the child can see "when the dirt is off," a small toothbrush for bedtime use,

and a small comb hung low will enable the child of preschool age to do a fairly presentable job of good grooming.

Adult standards come with the years. It is well to remember, though, that the concept of cleanliness as such, especially washing before meals, is an adult practice from the child's point of view. His interest in washing himself lies wholly in the thrill of trying new things and doing them on his own. When washing as a process has been mastered to his satisfaction, the challenge is gone. Thereafter, it may be necessary for the adult to keep the child's hands clean. In the long run, this will be much better than nagging a child to wash himself. Of course he can do it. But he is not interested. And considering all the things that he is learning that are important to him at this stage of development, why should he be interested in such an abstract thing as being clean? This will come, as evidenced many years later by voluntarily washing behind the ears, with the adolescent urge for social status in adult terms.

Everything within reach. Interested care of his own things can also become an enjoyable routine if the home will arrange equipment low enough for the child to reach easily. Low hooks or racks for coats, caps, and other garments and low shelves for slippers, rubbers, overshoes, books, and play materials encourage and help the child to enjoy orderliness. Thoughtfulness of the family in providing such conveniences for him indicates a regard for his comforts and rights and reflects the spirit of cooperation which he, feeling it in others, will also reflect.

Self-help clothes. Clothes for the toddler and for the preschool child should follow the same suggestions as clothes for the baby. They should be light in weight, allow complete freedom of movement, be easy to get into and out of, and be easy to care for. Front openings, sizable buttons or zippers which the child can manage easily, stitched down belts, and tips on the shoelaces will help the youngster to master his dressing with satisfaction and ease.

Naturally when the child begins to dress himself alone, the adult may need to lay out his clothes so he can see which is the front or back, which is right or left, and perhaps help him to



"I can do it myself" (Vanta Garments photo)

no relationship with him except through his schedule and routines. Very important are the attitudes and responses which those who care for him have toward him and the feeling tones and responses they stimulate in him through the routines. These lay the foundation for his later behavior in sleeping, eating, bathing, dressing, and toileting, and for his later relationship with people. His daily routines influence not only his physical comfort and growth but also his mental, emotional, and social development.

see how he can hold the garments to get into them. In doing this, the wise adult will do only as much as is necessary and let the child complete the process. For example, in lacing shoes the adult will do only as many eyelets as are necessary so that the child with reasonable effort can complete the process. By finishing the job himself, the child has the feeling of accomplishment. This is his right. In contrast, you may remember the sense of injustice and frustration you felt as a child when, after struggling valiantly to put a shoestring—perhaps one without a metal tip—through the eyelets near the toe of your shoe, an adult finished the task for you, and took all the credit for lacing your shoes!

True meaning of the baby's routines. For the first months of the baby's life there can be

The family schedule. In order that the early experiences which the baby and other members of the family have together may be mutually enjoyable, the schedule of all activities in the home will be carefully planned. Responsibility for different routines of the baby will be taken by members of the family who especially enjoy helping him. Ample time will be allowed for this. In this way the experience and relationship between the baby and each member of the home, as far as time is a factor in it, will be relaxed, generous, cooperative. Anxieties which later often underlie fear in children, tensions which later contribute to anger, and resistances which are later felt toward people in authority will be reduced if early routines are carried on in an atmosphere of genial family relationship.

Questions and Class Activities

1. Visit at least three babies, ranging in age from the newborn to the eight-month-old baby. Observe each of them during some period of activity, such as eating, bathing, dressing, or free play. List the movements each baby makes, such as rolling, turning, reaching, grasping, listening, watching, kicking, etc. Say nothing about the baby's attempts to help with different activities, but notice how much help each adult permits the baby to give.
2. Write a paragraph about each baby. In it tell what you observed and what you think made the differences in the activities of the three babies, such as time of day, age of baby, treatment by adult, etc. Arrange with the teacher to have the papers kept where each member of the class may read them. Read at least three of the papers.
3. Discuss in class the interesting differences in the babies and the way they were treated.
4. Visit the same babies a month later. Make the same observations as before and make the same kind of report.
5. Read the papers written by the people whose papers you read before. Compare the new reports with the earlier ones to see what development each baby has made and the changes in the treatment of each.

6. Ask as many mothers of small babies as you can how old her baby is, what he is fed, if he has sun baths, and if not why. Note the baby's color, whether it is red, pink, white, blue white, yellow, cream, or tan. Note if the skin is free from eruptions. If the mother is willing, feel the baby's arm or leg to see if the flesh is firm or flabby and if the baby is thin, fat, or *plump*. (The desirable conditions are in italic type.)
7. From the above material discuss in class what conclusions you draw about the importance of, and perhaps the need for, wise guidance in the feeding of babies.
8. Discuss in class the sources of information on the feeding, care, and guidance of young children. Make a plan for getting material from each of these sources and for organizing it for permanent use in the school. Select a committee to arrange an exhibit of the material when it comes and for having it kept in an accessible place.
9. Visit a nursery school or a supervised play group. Observe the equipment which helps the child to do things for himself. Observe how different children use the opportunities this equipment provides.
10. If you have a little brother or sister, do all you can to help him or her become self-reliant. Report one of the things you have done to the class.

PROBLEM 4. HOW WILL THE HOME HELP THE CHILD WITH LANGUAGE AND SPEECH?

A family always looks forward with eagerness to the first intelligible words the child speaks. Often he begins to use single words at the age of ten months to a year. By the time he is two, he usually uses simple phrases, though he may use short sentences. When he is three years old, his vocabulary is usually sufficient for his simple daily needs. By the age of five, the normal child will have increased his vocabulary to several hundred words.

Considering the many things around him which the child has to learn, and realizing that in our language the same word may be used in several ways to mean different things, the child's progress in mastering language rapidly is amazing.

Family example and help.

Since the child has no way of learning language or speech except by imitation, it is important that we use words correctly, speak distinctly, modulate our voices, and help with words or uses which are confusing or difficult. In ordinary conversation more than one hundred different sounds are used. "Baby talk" is a result of difficulty which the young child has in learning the complicated movements of mouth, tongue, cheeks, lips, and larynx which are required to make sounds. To the child this form of speech is not cute or funny, any more than some of the queer antics we go through in learning a new, complicated skill are funny to us. We want people not to make fun of us or to mimic our performance but to help us to master our difficulty. The little child also likes us to treat his efforts with understanding. Few children ask for help directly. We must realize their need for it through noticing words or sounds which they misuse and through noting the blank look or puzzled expression with which they may greet what we say.

Since speech is necessary for living with people, and words are one of the important means through which we learn, it is



The wonder of baby chicks. Fortunate is the child who can hold them, help to feed and to care for them. (John Vondell photo)

important that the child master speech and language as easily as he can.

Language practice. In order to gain experience in using the speech organs, the little child needs to practice in much the same way that an adult practices singing lessons. When he is awake the healthy baby gurgles, babbles, and coos. He is experimenting with sound. The toddler carries on his vocal rehearsals when in busses and streetcars. He uses no words; he just makes sounds. This should be accepted and even encouraged, rather than repressed. Few people are annoyed by the sounds a child makes; many thoroughly enjoy them. People who understand the meaning and need of these early forms of language and speech practice are tolerant even when the silly stage is reached. Doubtless all of us remember going through it. We would whisper to another child such things as "ally-mally-pally" and then giggle and giggle, or would sing out "icka-backa-moona-lacka" and laugh hilariously.

"The following sample of the behavior of a two-year-old child at the dinner table shows how practice with names and with sentence structure is achieved. It serves also to demonstrate the tendency at this age to lapse into monologue. Peter is given his dinner. He asks, pointing, 'What's that?' The answer is, 'Potatoes.' Peter echoes, 'Yes, tatoes.' Then, 'What's that?' Again he echoes the answer, 'Spinach.' 'What's that?' This time he echoes the answer and practices the others, pointing to the appropriate object in each case, 'Liver, tatoes, spinach.' He begins a monologue: 'This is liver, this is tatoes, this is spinach.' Then he adds practice with sentence structure. 'Petah eat his liver. Petah eat his tatoe. Petah eat his spinach.' This monologue with variations persisted through the meal, so that Peter practiced the words 'liver,' 'tatoe,' 'spinach' well over twenty times each."¹

Practice what we preach. In speaking to the child, especially in making a request of him or in offering a suggestion, we will be careful to speak distinctly and to use words which

¹ Winifred Rand, Mary E. Sweeney, and E. Lee Vincent, *Growth and Development of the Young Child* (Philadelphia W. B. Saunders Company, 1935), p. 144

he can understand, giving him time to get their meaning. His slowness to respond may not mean that he is indifferent or what used to be called "disobedient," but that he has not understood what was said.

Perhaps all of us remember instances in our childhood where we sang or recited at home things learned at kindergarten or at school without realizing that what we thought were words was merely a mumble of sounds. Jane, age four, was very fond of one of the kindergarten songs. She sang it at home frequently. Members of the family enjoyed the tune but were puzzled by the words, which Jane insisted were, "Oh, the rink that Mary ran." Inquiry of the teacher disclosed the words to be "Oh, the brisk and merry rain."

Meanings are difficult. Frequently what adults regard as falsehood or disobedience by the child is merely confusion or difficulty in using language. Names of objects and uses and meanings of words which we take for granted often cause real trouble for him. Usually he does not know how to ask for help and cannot solve the problem as successfully as Sue did. When Sue was four her mother told her the names of all of the parts of the sewing machine. Sue was thrilled to learn the words "treadle," "arm," "head," etc. But several days later she seemed troubled. She felt the arm of a chair and finally



Even though the stool is too high for him, Danny practices a rule of health and cleanliness (Donald Snow photo)



"What does it take to be an engineer, Mister?" (Courtesy of John Hancock Mutual Life Insurance Company)

said, "This is the arm of the chair, isn't it?" Then after a while, "Well, what is it made of?" Then she went to the machine, felt the arm and asked, "This is the arm of the machine, isn't it? Well, what is it made of?" She then felt her own arm and said, "And my arm is still different. What is it made of?"

Child narratives. As the child acquires a vocabulary and learns the meaning and uses of words, he will try to relate things that happen to him or to retell a story he has heard. Especially when he is with other children, "these recitals are often carried off with surprising feeling for dramatic effect. The real test of narrative skill . . . lies in the ability to hold the attention of other children. . . . Children will not listen unless enunciation is distinct, and the plot entertaining, consist-

ent, and well developed. In many ways children furnish each other with motives for real effort in language performance which adults can never furnish."¹

In overhearing these narratives we must refrain from labeling them as untruths, even when they are elaborately embroidered. We will see them for what they are—children's stories in the truest sense of the word. Similar stories in poetry and prose written by Rudyard Kipling, Eugene Field, Hans Christian Andersen, and other of the world's great storytellers for children will be read to the child. He will be told that these were stories told by men who liked them so much that they were put into books. In some families the child is encouraged to retell his stories, which are recorded in book form by an older brother or sister and cherished as a record of his early interests, viewpoints, and language development.

Guidance instead of punishment. This point of view on helping the child in his difficulties with language is also found in the modern viewpoint on discipline. More and more we realize that children are not deliberately naughty or disagreeable. Either there is something wrong with their general routines—they are fatigued, hungry, or otherwise uncomfortable physically—or we have bungled in handling some of their problems in learning. With less time spent in reproving them



A pet of one's very own to love and to care for, is one of the inalienable rights of childhood. (Better Homes and Gardens Magazine photo)

¹ Winifred Rand, Mary E. Sweeney, and E. Lee Vincent, *Growth and Development of the Young Child* (Philadelphia: W. B. Saunders Company, 1935), p. 147.

for what we have thought was wrongdoing, and more time spent in cooperating with them as they try to learn about the many things that interest them, the less discipline there will be in the sense of punishment. We know from our own experience that we are not disagreeable or unruly when people are helping us with interesting things or things we had not known before. We behave badly, if at all, only when we are tired, hungry, or ill; when people interfere with something we are trying hard to accomplish; when they expect more of us than we can do; when they misrepresent our intentions; or when they criticize or blame us for difficulties due to our inexperience. The child is just like us in this respect.

The Golden Rule in guidance and learning. When a child does things which disturb us or which seem inappropriate, we can help him most by trying to see why he is behaving as he is and then do for him as we would want someone who loves us and believes in us to do for us under similar circumstances. In this way we will continually increase our knowledge and understanding of the child and, through him, our knowledge of other people. The child will learn through our considerate treatment of him the kind of response he will then give to us. "The successful guidance of children can come about only from the re-education of ourselves. When we learn self-control, the children will learn self-control; when we learn to behave, the children will learn to behave."¹

Guidance of the child, treatment based on his needs, and a good example by us will go far toward having continued, ever-increasing mutual respect and trust throughout the home and family.

Questions and Class Activities

1. Why are language and speech important?
2. How many different sounds are required to carry on an ordinary conversation?

¹ From *Our Children*, edited by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg Copyright 1932 by The Child Study Association of America By permission of The Viking Press, Inc., New York, pp 243-244

3. How do babies and young children learn these sounds?
4. How can we help children to have pleasant voices and good speech habits?
5. Relate to the class a humorous or unusual event that happened when you were learning speech and language. Tell how your parents or other older people handled it.
6. During the week listen to the "speech practice" of one or more young children. Record these. Listen to one or more conversations between young children without their being aware that you are interested. Record these.
7. Arrange with the teacher to have the records from everyone in the class kept where you can all read them. After reading them, discuss in class what we can learn about children from their speech and language.
8. What is the modern point of view about discipline? Give an example to show that you understand it, or ask questions which will help you to understand it.
9. What is the Golden Rule? Where does it come from? What suggestions are made in this problem about using it in guiding children?
10. Give an example to show that you understand how the Golden Rule would be used in helping a child

PROBLEM 5. HOW WILL THE HOME USE LITERATURE AND READING FOR THE CHILD?

Stories for baby. Closely associated with speech, language, and the child's own narratives are stories, books and, later, reading. Stories for the baby are usually rhymes or simple sentences about him or related to him. No matter how often these are repeated, the baby seems fascinated. He listens with interest to "This little pig went to market" as it is told over and over with his fingers and his toes, with endless variations in tone of voice, facial expression, and inflection. As he grows older, the baby adores to help with such a story as "Pat-a-cake" and "Here's a ball for baby." He also likes to have told to him sentence-stories which deal with his routines, such as "Here's a leg for a stocking" and "Here's a foot for a shoe." One rea-



Learning to enjoy without possessing

"In the Mother Goose verses, . . . the rhyme and alliteration appeal before they are able to understand the action and humor."²

son why he likes to hear the same story over and over is that each telling gives a bit more understanding than he had before of language and speech and perhaps of the thought behind the story.

Stories for the toddler. Stories built around his activities make a special appeal to the toddler. "He enjoys hearing about . . . his dressing, his eating, his planning, and his going to bed. Details of his yellow romper, his sister's little chair, or daddy's big chair are all of interest to him."¹ As he begins to play in the yard or walk about the neighborhood, he enjoys stories about the things he sees or hears during these activities. Later he adores stories of what mother and daddy did when they were children, and fanciful narratives in which the hero or heroine bears his own name. In all the stories told or read to children, rhyme and the repetition of sounds appeal strongly

¹ Rose H Alschuler and Associates, *Two to Six* (New York William Morrow & Company, 1933), pp 40-41

² Rose H Alschuler and Associates, *Two to Six* (New York William Morrow & Company, 1933), p 42

"Joy in the rhythm and swing of . . . words that have sound and color which seems inborn in children can be made the basis for real love and appreciation of beauty (in literature)."¹ Perhaps no heritage a child can have through literature can be greater than that gained through listening to the Psalms, the Proverbs, and other passages from the Bible, read not for moral instruction but for their cadence and beauty.

Animals and far-off lands. As the child becomes familiar with animals, he enjoys stories about them. He especially enjoys stories in which animals are personified. This is probably caused by his lack of knowledge about animals, by the self-centeredness of childhood, and perhaps also by the fact that through personification of animals he is given an understanding of his own immature thoughts and feelings. "Peter Rabbit" and "Jemima Puddle Duck" (Beatrix Potter), "The Elephant's Child" (Just So Stories by Rudyard Kipling), "The Three Pigs" (Leslie Brooke or Randolph Caldecott editions), and "Johnny Crow" illustrate the child's deep interest in what may seem to him to be natural events in the lives of animals.

"As a child gains experience, his horizon gradually widens. He progresses from an interest in himself—familiar things and



Learning the pass words that open the door to the treasure house of books. (Donald Snow photo)

¹ Marian L Faegre and John E Anderson, *Child Care and Training* (Minneapolis The University of Minnesota Press, 1937), p. 269.



Anticipation and preparation for the spooky event "Watch out or the goblins will get you!" (Massachusetts State College Extension Service photo)

people around him—to an interest in far-off lands and people 'The Story of Mowgli' (*Jungle Book*), 'Little Black Sambo,' and 'The Dutch Twins' all add to his knowledge—and at the same time form a basis for imaginative play. . . . His horizon may also be enlarged through stories of the phenomena of nature—the rain, the snow, and thunder; the seasons, the stars, and the moon. His ignorance and wonder influence the way he looks at these things. . . . The explanations that he wants are those that satisfied early man. Simple versions of early myths and legends are his first requirement . . . Flora J. Cook's *Nature Myths and Stories* is a simple presentation; much good mythical material may also be found in first- and second-grade readers."¹ At this point in the child's development some of the Bible stories can become his storehouse of information about early people and their understanding of life.

The child's library. Besides listening to stories which members of the family tell or read to him, even the toddler should have books of his own. His first book will be a picture-book,

¹ Marian L. Faegre and John E. Anderson, *Child Care and Training* (Minneapolis: The University of Minnesota Press, 1937), p. 272

made up of sentence stories. These books should be durably made. The pictures should be simple in content and show only a few objects clearly outlined. The coloring and the lettering should be clear and distinct. Later the books from which stories were read to him earlier can become his property. Space in the family bookcase or in the family library can be set aside for his growing collection of books, magazines, and literary efforts. Since the enjoyment of books and the habit of reading good books is learned in childhood in the family, parents will help the child to acquire and care for his own library.

Marking in books. At one stage of the child's development, scribbling is a real need. It bears the same relation to writing that vocalizing bears to speech. If the child has plenty of paper on which he can practice writing, he is less likely to mark books. If he scribbles in books, we should remind him that paper is used for writing, show him his paper, and tell him we know he will remember to use it.

Children's reading. Even when a child has learned to read, there are times when he likes to have someone read to him. Through this he can have more difficult material and more mature interpretation than when he reads alone. Even the material the child reads to himself will take on new meaning when it is discussed in the family. Through this discussion it may be found that even a child who reads widely may be missing more than he gets. During the illness of an adult one bright eight-year-old kept him up to date by reading aloud from news magazines. Even though the little girl read well, much of the material was "just words" to her. But because of her skill in reading the magazines, one member of the family—interested in her reading—found by asking about books the child had "read" that much of their content too was "just words." The child can be helped to learn to read with understanding by re-reading passages to get clearer meaning, by talking about the material he has read, and by looking up and using words that are new to him.

Difficulties in reading. If the child has difficulty in reading, his eyes should be examined by an oculist and, if necessary,



Fiery steed or racing automobile—what is the difference so long as we arrive? (Massachusetts State College Extension Service photo)

glasses should be provided for him. He may need special help in reading. If he does, it should be given by a person especially trained.

Reference material. Many books and magazines contain material on boats, airplanes, operas, orchestras, famous pictures, and many other interesting subjects. As the child becomes interested in different topics, he can be shown how to locate and use material about them. He can learn to use reference material when he finds a new flower or a bird's nest, or hears or sees a new bird. One morning a woodpecker woke the family. The small boy wanted to know what the noise was. Someone said it sounded like a woodpecker. The child tried to locate it but could not. It was suggested that maybe the bird book would tell him about woodpeckers. He got the book, studied the pictures, and listened interestedly to a member of the family read to him to the accompaniment of the tap-tap-tap of the bird.

Reading for older children. "Perhaps no book will be more helpful in [planning] a program [of reading] for older boys and girls than May Lamberton Becker's *Adventures in Reading*. . . . It tells about books . . . how the adventure of reading lines up with the adventure of living. It urges boys and girls to try books beyond their accustomed range, to reach up to something more mature."¹

Buying books. "The purchase of books for the family library is an important investment. . . . Books should not be bought without sufficient information and due regard for their permanent interest to those who will read them. . . . The public library . . . offers opportunity for reading before purchase. The librarians study to know thoroughly books for adults and children, for different ages, tastes, interests, and reading abilities. . . . The American Library Association publishes an authoritative list called 'Subscription Books.' . . . Expert advice may be had by writing to the state library or the state department of education. . . . Attractive new books . . . appear every year. It is possible to keep up to date with them through information published in the various Book Lists issued by the American Library Association, 520 North Michigan Avenue, Chicago, and the Child Study Association of America, 221 West 57th Street, New York City"²

Reading for pleasure and enjoyment. "After all, the best suggestion . . . about reading in the home is to read. Read about everything, read most things rapidly but many things carefully, read for experience, read for enjoyment, read that your days and those of your friends may be more pleasurable because of it."³

"If reading has no other end in view, the pleasure which the individual gets out of it would be an end in itself. Nothing else combines so many advantages while giving pleasure. The need of quiet relaxation is increasingly felt in the complexity

¹ From *Our Homes*, Ada Hart Arlitt, ed (Washington, D C National Congress of Parents and Teachers), p 136

² From *Our Homes*, Ada Hart Arlitt, ed (Washington, D C National Congress of Parents and Teachers), pp 137-138

³ From *Our Homes*, Ada Hart Arlitt, ed (Washington, D C National Congress of Parents and Teachers), pp 137-138

of modern life, and the child (and adult) needs recourse through simple recreation to offset the noisy confusion in which he must spend much of his time."¹

The radio. A modern source of information and enjoyment which can supplement but never replace reading is the radio. The same thought should be used in choosing material which comes into the family by the radio as is used in choosing books, pictures, furnishings, and friends. Contrary to the practice in many families, the radio should always be tuned to the volume of the normal speaking voice and the radio turned on only when it is being listened to. Continuous noise is hard on children and adults. If the radio is kept going constantly, we finally build up certain defenses against it so that we do not hear it even when it is on. But this also dulls us to beautiful tones and qualities in sounds which we should hear. Radio presents so many fine talks, plays, readings and informational material, so much good music, and so many famous artists that we should endeavor to listen only to the best. In sections of the country where such programs come late in the evening, or at times when other home activities usually occur, schedules can be changed, just as they are often changed to care for the arrival of a special guest.

Too much cannot be said for radio as a combined travel, concert, theater bureau and introducing agency through which we may meet people from all walks of life and have interesting, enjoyable experiences brought into the home. We need to be generous in our choice of programs and help the child to be. But we will choose carefully the people and things we admit to the home via the radio.

Questions and Class Activities

1. What kind of stories are enjoyed by the baby? The toddler? The preschool age child? List the stories you especially enjoyed at each of these periods. Why do you think you enjoyed these stories?

¹ Marian L. Faegre and John E. Anderson, *Child Care and Training* (Minneapolis: The University of Minnesota Press, 1937), pp. 268-269

2. Why do stories of different kinds appeal to the child at different ages?
3. What part do stories play in the child's development?
4. When should a child have books of his own? Where can they be kept?
5. What books did you have when you were small? What did you do with them at the time? Tell incidents that you remember.
6. Why do children sometimes scribble in books? How can we help them to learn not to do this without making them feel guilty or "bad"?
7. Why do children like to be read to even when they can read? Recall some of your early memories of being read to and what it meant to you.
8. What are some of the ways that help us to read with understanding? How many of these ways do you use regularly? How many do you use only occasionally? Would it be well to use more of them regularly? How can you plan to do so?
9. Name four reliable sources from which you can learn about books suitable for different ages, tastes, interests, and reading abilities.
10. Select a committee of three to go to the local public library to find what services the library offers on reading in the home, and report your findings to the class.
11. Try to get the following books; read something that interests you in each of them, discuss them in class.

DALGLIESH, ALICE. *First Experiences with Literature*. New York: Charles Scribner's Sons.

POWER, EFFIE. *Library Service to Children*. Chicago: American Library Association.

BECKER, MAY L. *Adventures in Reading*. New York: Frederick A. Stokes Company.
12. Take two sheets of paper. On one of them list the friends you have made in books during your lifetime. On the other list the friends you have made over the radio. Compare the two lists and write briefly what doing this has taught you about your use of books and of the radio.
13. What do the authors of this book say about the time for turn-



Doing the Monday wash. (John Vondell photo)

ing on the radio? At what volume should it be? Do you agree with this? Give reasons for your answer.

14. What do the authors state is a good basis on which to select radio programs for yourself and the family?

15. After discussing 12, 13, and 14, what changes can you make in your use of the radio?

16. How can you and the family use the radio to help younger members of the family?

PROBLEM 6. HOW WILL THE HOME MEET THE NEED FOR PLAY AND FRIENDSHIP?

Sense perception and first playthings. Play is no longer thought of as just a pastime for children. We now know that it is one of the important ways in which the child develops and learns control of his body and his mind. We are all familiar with the baby's desire to touch and handle everything he sees. Through this interest and his gratification of it, the training of his five senses begins. Through seeing, hearing, touching, handling, smelling, and tasting, and the experiences which accompany these, the baby learns rapidly about people and things. Because of his need to develop the senses, his first playthings should be beads, large rings, dolls, and animals, made of material—such as rubber, celluloid, cloth, or wood—which he can grasp, put to his mouth, and bang without hurting himself. Through handling these the baby experiences the feeling of things that are hard, soft, heavy, light, smooth. Through rubbing his hand or fingers over the bedding, polished surfaces, people's clothing, their faces, and hair, he experiences textures. Much later he notices color and learns about it. In selecting play materials for the infant and to some extent for the toddler, the importance of sense perception should be the first consideration.

Other playthings for the toddler. As the child begins to walk and is able to do more with play material, the use to which things are put, or what he can do with things, becomes important. Drawing with crayons and cutting with blunt scissors help him with muscle control. Playing with picture



Learning to share happily. (Donald Snow photo)

puzzles helps him to develop judgment of size and shape. He will have hours of happy play with kitchen utensils, such as spoons, tin cups, pans, the egg-beater, and the potato masher—all inexpensive and sturdy articles. At first he will put one utensil inside the others, tip them over, lift them, and carry them about. Later he will play with sand and, a few months later, with water or dirt and water—ingredients of the renowned pastry of childhood, mud cakes and pies—greatly expanding the possibilities in kitchen wear. Toy dishes and kitchen equipment are interesting later when the child is learning to control the finer muscles, but not when the toddler is developing the control of his larger muscles.

When work is play. Children always enjoy helping with adult activities. Even the toddler can help with housekeeping. He can fetch and carry, find things, and put them away. Later he can “help” with the cooking, stirring things, handling and testing the products. He also enjoys helping daddy with the



Sail, sail, sail away, but come back to me (Donald Snow photo)

car, handing him tools or cloths, washing and polishing parts of the car he can reach. Young children like to help with all kinds of home tasks, even dishes, providing these tasks are never made a punishment. Every task inside the house or out of it appeals to the child at some stage of his development. It is fun to learn, and fun to do things. Whether a task is work or play depends not on the task, but on our attitude toward it and, in imitation of us, the attitude the child takes.

While eventually it may be helpful for the child to have work for which he is regularly responsible while he is young, his help in the home should be looked upon as voluntary activity through which he will learn and grow.

Toys and "raw materials." Because of the many pieces of equipment in the home which the child can learn about and can handle, and because experience with equipment is of lasting value to him, the child does not need many toys. The few he has should each meet this test: Can the child do numbers of different, interesting things with it at different stages of his

development? Mechanical toys amuse adults, but the child would rather do things himself. "Raw materials," such as blocks, paper, scissors, crayons, paints, paste, old magazines and catalogues, are especially useful to him. They lend themselves to an endless variety of uses over a long period. They can always be made into something else and demand that the child be "participator rather than spectator." They stimulate thinking, imagination, and invention.

"The same play materials are often interesting throughout several years. If they are of the type called 'raw materials,' they do not become boring, but like stories and poetry, mean different things to children of different ages. . . . For example, at two years, colored cubes (one-inch vari-colored blocks) may be used as material to pull in a wagon or dump from a truck; at three years they may be used either for carrying and dumping, or for building; at four years they may be arranged according to a design, as building material or as decoration; and at five years they are principally used to arrange according to design and color."¹

Use of play materials. Initiative and creative activity will be encouraged if only a few toys or materials are played with at a time. It is said that Princess Elizabeth of England was allowed only two toys to play with each day. In the morning she was taken to her play cupboard and chose the two toys with care, as she realized that no exchange could be made later in the day. The use of this plan suggests the unusual wisdom and thought with which adults had purchased her toys; otherwise, restriction of her choice could have been a real handicap to her.

"When the child plays . . . he should be allowed to experiment . . . in every way that occurs to him without interference and without the setting up of an adult pattern for him to imitate. This implies that neither an adult nor an older brother or sister should dictate the form of play."²

¹ Rose H Alschuler and Associates, *Two to Six* (New York William Morrow & Company, 1933), p 112

² Rose H Alschuler and Associates, *Two to Six* (New York William Morrow & Company, 1933), p 111



Build what you will Imagination supplies the magic spark. (Massachusetts State College Extension Service photo)

Outdoor play. Among the best equipment for outdoor play are a wagon, a kiddy-car, later a tricycle, and finally a bicycle, a swing, a teeter-totter, and a horizontal bar, unless trees can be climbed. Climbing and pulling himself about are necessary for developing certain muscles. Suitable equipment should be provided for this in the yard or on a near-by playground; otherwise, the family must expect the child to climb all over everything in the house.

Play space. While the home shelters both adults and children, it does not always provide equally well for their needs and wants. Homes were once planned, furnished, and organized around the needs of adults, with little thought for the needs of the child. Now more attention is being paid to the needs of children. In some homes the basement, the attic, or a room is set aside for play. In every home, as far as is possible, from birth at least until school age, the child should have a



Such a cabinet helps a child to be independent and cooperative in caring for his possessions. (Massachusetts State College Extension Service photo)

room of his own. In it he can be free to leave his things from one day to the next, if he wishes, in order that the project he is working on may grow. A place should be made for his toys and materials. Open shelves are best, for there things can be easily seen and are accessible. If shelf room is limited, non-breakable materials may be kept in a shallow box or drawer which opens and closes easily. The child's things are very precious to him and need to be treated with as much consideration as we give our own. If a room of his own is impossible, a corner should be set aside where he may have his things. He should be able to play as he wishes without interruption from adults and without adults feeling that he is interfering with their activities. Children need time to themselves, and they like to play alone sometimes without being under the watchful, critical eye of the unimaginative adult.

Play with others. Young children enjoy being near each other, but they do not share activities or materials. For the toddler, play with other children is tiring and confusing. The value of his play comes from materials rather than social contacts. Those who have watched young children know that if they are left to themselves they soon sit with their backs to each other or in separate places, carrying on their separate activities.

By the age of three, or thereabouts, children want and need to play with others. As part of learning to get on together, they sometimes need help in understanding about taking turns, sharing equipment, and being "it." But often if the children are allowed to work things out themselves they do surprisingly well. "Children will take discipline and correction from people of their own age as they rarely will take it from adults. . . . In a well-ordered nursery school . . . the group itself solves its members' problems. A two-and-a-half-year-old of unusually large size went over to a much smaller child . . . took a ball out of his arms, pushed him down, and started to walk away. A three-year-old who had been in the nursery school group for several months before the offender entered went up to him and said, 'Give that ball back. Pick him up.'



*Building engineers of the future find that cooperation is a necessity.
(Massachusetts State College Extension Service photo)*



One can never tell. A porcupine becomes a friend. (Photo from Trailside Museum, Park Department, Springfield, Mass.)

in challenging their efforts and in opening new interests to them. Older brothers and sisters and parents too should play

¹ From *Our Children*, edited by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg. Copyright 1932 by The Child Study Association of America. By permission of The Viking Press, Inc., New York, p 109.

² Helen C Goodspeed and Emma Johnson, *Care and Guidance of Children* (Chicago J B Lippincott Company, 1938), p 174.

Big nursery school boys don't do that' . . . The child returned the ball and . . . attempted to pick up the child he had pushed down."¹

Advice from a play companion often helps the child in daily routines. "Three-year-old Jane had been in the nursery school five days when cabbage was served. As she was leaving it untouched the teacher said, 'Try some cabbage, Jane.' Jane did not act on the suggestion but presently said to Jimmy, 'Do you like cabbage?' There was no response, for Jimmy was talking with Paul about the garage they had built. A second and a third time she put the question. Finally Jimmy turned to her and replied, 'No, but I eat it. Eat yours' And she did."²

Older as well as younger playmates. During the pre-school years the child needs experiences with children of all ages. Older boys and girls enjoy being with young children and are helpful to them



Aids to the world of make-believe A canvas tank may become a trout stream, a dangerous river, or the wide, wide, ocean (Massachusetts State College Extension Service photo)

with children. Among the happy memories of many adults are the times when mother or daddy romped with them, joined in games, or helped them to put on a show or circus, . . . generously supplying buttons, pins, or wonder of wonders, pennies for the admissions.

Excursions on which parents and children go together, especially if they are spontaneous and unplanned, may be remembered years after. One middle-aged woman speaks with deep feeling of the time in her childhood when her mother, who worked very hard on the farm, made sandwiches and suggested that they go to a near-by hill to watch the sunset. They walked leisurely and talked about the things they saw. The sunset was beautiful. They came home in the gloaming, peaceful and relaxed. Though the mother lived to be past eighty the daughter has never forgotten the one perfect experience which they shared in her childhood.

Let children lead. In planning things with children and in playing with them, older people should adjust to the child's point of view and follow his leadership. In preparing for a meeting of playground directors, a discussion-group leader sought advice from a seven-year-old friend on what she might say to them. The child said, "Well, tell them that when children ask big folks to play with them they should play the way the children want to play and not keep saying, 'No, you should do it this way.'"

Dress up and make-believe. Besides providing toys, space, and a companionable relationship with their children as a part of the child's heritage through play, the home can supply a box containing discarded clothing, costume jewelry, and other "properties" suitable for dressing up and playing make-believe.

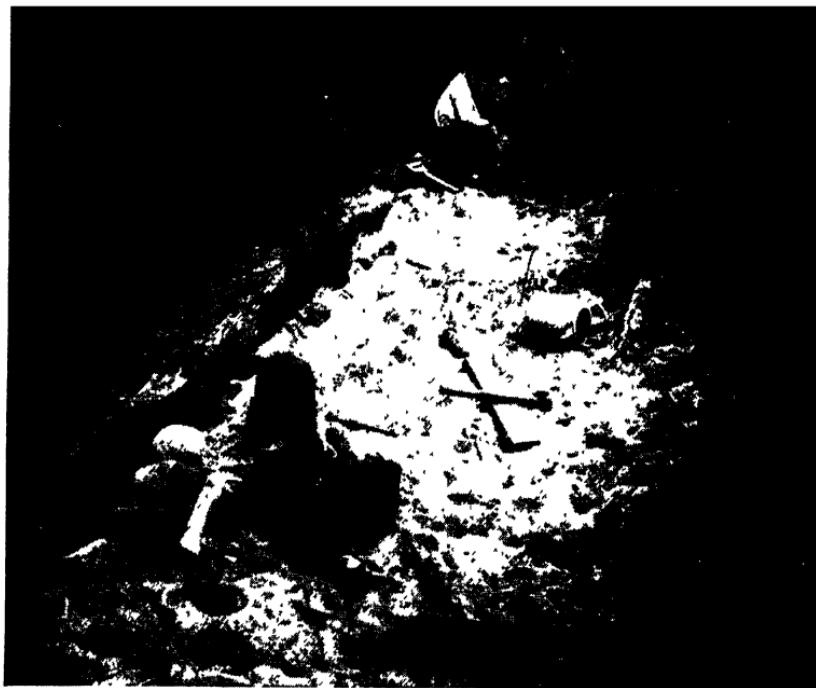
"Before the age of three, or thereabouts, children really become what in play they imagine they are, and they feel and act as they understand the object they are imitating. When they play horse, they feel that they are horses; and when they play engine, they feel that they are engines.

"After three the child continues to use his imagination in play, but with a growing realization of the fact that he is just playing 'bear.' Little three-year-old Frank fills a pie tin with sand, pats it smooth on top, and smilingly tells his teacher that it is a pie. When asked what kind of a pie, Frank replies with a twinkle in his eye, 'An apple pie.'"¹

Dramatic play can also be original. In one family the children regularly presented dramas for the family, not shows in the usual sense of children's performances, but cross sections of life as seen by the children. The material and the presentations were artistic, imaginative, and refined. When children's performances are thought of as expressions of the level of their interests and knowledge, members of the family will find it illuminating, sometimes sobering, and sometimes rewarding to observe children's dramatic play.

Friendships. Friendships will always be enjoyed more if the child is free to bring his playmates home and they are wel-

¹ Helen C. Goodspeed and Emma Johnson, *Care and Guidance of Children* (Chicago J. B. Lippincott Company, 1938), p. 228.



Early experiments in engineering (Massachusetts State College Extension Service photo)

come in the family. Children soon learn in which homes they are welcome and can have fun. Much can be learned through this. Asking permission of the mother of a friend for him to stay for supper or for lunch on Saturday is good training for a child. Saving from his allowance to take a friend to the movie may mean experience in money management. Often a treat at home may be preferred to a movie. Corn may be popped, dried fruit made into candy, games played. Weather permitting, children will usually want to play outdoors to offset the confinement of hours in school. But it is helpful to learn to entertain friends indoors in a hospitable, orderly way. If relationships become strained between the child and his friends or if a new relationship starts on a belligerent basis, it is often well to let them alone. The issue may not mean to the child what it does to the adult. "One mother was much perturbed when she saw her six-year-old son fighting with the son of a neighbor who had just moved in. Wisely she decided not to

interfere. In a few minutes her son brought the new boy into the house and remarked, 'I like Jim. He's a good fighter.'"¹

Gangs, cliques, clubs. While gangs and cliques are usually thought of as belonging to the school-age group, they are common in kindergarten and in nursery school. They flourish at the later period. Most boys and girls have opportunity to belong to at least one good organization, such as the Boy Scouts, the Camp Fire Girls, 4-H Club, Big Brother Club, and the like. When the community does not make this possible, the home should encourage organized activity during the years when the child's development in the group has special significance. Several families can often share in furnishing an attic or a room in the community, or the fathers and boys can construct a clubhouse. Mothers and girls can make curtains and take turns tidying the room. If the boys wish to meet alone, they can arrange with the girls for special days to use the clubroom.

Adolescence. At sometime during adolescence, boys begin to think that certain girls might be worth knowing better. They then begin to wash more carefully and to shine their shoes without being told. They learn to dance. Gradually they seek friendship with girls, just as the girls have always more or less sought friendship with boys. Soon friendship with the opposite sex may prove of special value.

The wise home accepts this new adolescent interest as normal, wholesome progress in growing up. Even in the face of what at the moment may be something of a "crush," it is important that the home accept the new friends in the same natural way that it accepted the earlier friends. This will go far to encourage adolescent friendship to be "founded on the basis of admiration for accomplishment, for brilliance or richness of ideas, soundness and beauty of personality."² The attitude the family takes toward the adolescent's friends of the

¹ John E. Anderson, *Happy Childhood* (New York: D. Appleton-Century Company, 1933), p. 164.

² Winifred Rand, Mary E. Sweeney, and E. Lee Vincent, *Growth and Development of the Young Child* (Philadelphia: W. B. Saunders Company, 1935), p. 233.



The fascination of the machine and what it can do. (Text Film Corp. photo)

opposite sex will often determine the wholesomeness of the new relationships.

Play life of adolescents. During adolescence play or recreation covers a wide range of interests and activities—sports perhaps more than games. Where games are played, they tend to deal with mental rather than physical accomplishment. The gang becomes the crowd. The crowd breaks up into smaller groups, often into foursomes and twosomes for part of the time, even at dances, parties, and picnics. These smaller groups enjoy going to each other's homes, putting in the kitchen, concocting strange-sounding dishes, toasting marshmallows in front of the fireplace and watching the last embers glow. This is the time when parents, after meeting the guests and assuring them by their manner that they are welcome, will step back and give their young people full opportunity to act as hosts and hostesses.

When family finances permit, a second living room will be a happy arrangement. In one home an attic was inexpensively finished and partitions put in to make two bedrooms and a



"This is the way you do it" (Donald Snow photo)

bath. The two bedrooms vacated on the first floor were made into a living room. The radio was put there. In the evenings this back living room became the sanctuary of the parents and younger members of the family. The front living room with piano, fireplace, and easy access to kitchen and dining room were left to the young people. This room, free from adult intrusion but offering the security of the home and with the atmosphere of welcome which such a family would assure, was never wanting for the jolly comradeship of some four-some from the crowd.

Abiding values. As from this crowd, or later, from another like it, each young man and each young woman finds his or her mate and establishes a home, it will be seen how "playmates prepare for friendships, and friendship in turn trains for . . . marriage, which together with parenthood provides the supreme human relationship. The wise parent encourages the child as he passes through these various stages of associa-

tion; stimulating the growth of emotional life which eventually leads to the selection of a lifemate and the acceptance of parenthood.”¹

The need for play, play materials, play space, play activities and playmates is a human hunger which reaches from the cradle to the grave. It changes in form and expression as we develop and grow. But satisfaction of it should provide from first to last enjoyment and recreation of body, mind, and soul, joining together in happy relationship the individual, members of the home, and the larger human family.

Questions and Class Activities

1. Why do children need to play?
2. Why do adults need to play?
3. How can the home meet a child's need for play?
4. What play space is there in your community for children? At what age can children safely play away from home? How do two-year-old children play?
5. Mr and Mrs White live in a crowded section where there is no play yard. Billy is two and Paul four years old. They need a place for active play and sunshine. How might Mrs. White meet this problem?
6. Plan a series of inexpensive homemade toys and activity materials for a child, classifying them into different kinds and into material suitable for different ages. What utensils for adult use can serve as toys for children?
7. For some home with which you are familiar make a practical plan for an indoor play space for a child, with suitable arrangement for care of toys. If possible get an outdoor space, too, and plan an arrangement for this.
8. Study the ready-made toys owned by a child whom you know, and see how many meet the test for play materials

¹ From *Our Children*, edited by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg. Copyright 1932 by The Child Study Association of America. By permission of The Viking Press, Inc., New York, p. 264



Be a good sport! It's good for you (Donald Snow photo)

9. What are the things to keep especially in mind in choosing play materials for the baby? For the toddler? For the preschool child? For the older child?
10. List the indoor and outdoor playthings suitable for each age.
11. List the indoor and outdoor things you remember having played with as a child of three to four, six to seven, and ten to twelve years of age. Opposite each item, list the ways you used it.
12. What is meant by "raw materials" for play? Which are more useful to children, "raw materials" or mechanical toys? Why?

For obtaining the information in 13-16, visit homes and nursery schools where there are young children, unless you have younger brothers or sisters of your own.

13. What is the age of the child or children you are studying? Watch children during playtime, and list all of the things they play with and all of the things they do with their playthings. Notice other things that the children could but do not play with. Inquire about these things to find out if they are ever used

14. If you live in a large shopping center, visit the toy department of several stores. Notice all of the toys and play materials you had not thought of before but which you think would be good for small children. List these. If you live in a small community, look for toys and materials in the store, and also study one or more good mail-order catalogues. List the materials which would be good.
15. Report your findings to the class. Notice how many of the things reported are mechanical toys, construction toys, and raw materials. Also notice the number and kind of uses that children make of each material. What conclusions do you draw from these reports?
16. Recall experiences you had as a child in picking up and caring for your playthings that were agreeable or distasteful to you. Tell why. Tell experiences of young children regarding this that you observed in your study. Can you suggest ways to improve this condition for your children?
17. What things do small children like to do in the home? Why? What value can they get from helping?
18. List the things you remember having enjoyed helping with when you were three to five, six to eight, and ten to twelve years of age. Discuss in class what you especially enjoyed regarding each of these activities, and why. Discuss what troubled you, if at all, and why.
19. What statement made in Problem 3 has to do with the relation between the child's growth and development and his interests at different ages?
20. Relate in class experiences you had as a child where an older member of your family played with you. Tell how you felt about it. From the class contributions, what conclusions would you draw about the meaning to children of adults playing with them?
21. What is the difference between your play now and when you were a very small child? When you were ten or twelve? How do adults play?
22. List and discuss in class the things that you and your friends do that you consider play, fun, or recreation. Does this list give you a chance to develop a wide range of interests, to meet new friends, and to grow and develop wholesomely? Discuss in class other ways in which you could have fun that might be more worth while.

23. How will the wise home treat the friendships of the adolescent?
24. Should the family be glad to let the young people use the living room and kitchen a reasonable part of the time? Why? What value is this to the family? To the young people?
25. Look up in the library and read as much as you can from Theodore Roosevelt's *Letters to His Children* for one example of companionship between parents and children.
26. List in class all of the clubs and organizations in your community to which boys and girls of your age may belong. Discuss the requirements for membership and the advantages and disadvantages, if any, of belonging to any of the organizations.
27. If you do not belong to any organized group, explain why. If you want to belong, how can you? If you need more help on this than you have gotten from the class discussion, ask the teacher or a classmate for advice. If you are a member of organized groups, make a memorandum reviewing your share in such activities to date. Discuss one or more aspects of your experience with someone and seek for constructive suggestions.

PROBLEM 7. HOW WILL THE HOME USE NEW VIEW-POINTS ON DISCIPLINE?

Basic attitudes and relationships. The way a child feels toward his family and the way he and they get on together will largely determine how he will get on with other people all through his life. His basic attitudes toward life, and the behavior with which he will meet it are literally homemade.

The newborn baby has no idea of himself or of other people, no conception of the world of space or time or things or beauty. All that he later knows he learns from those about him: first from those who care for him and make him comfortable, then from other members of the family, and finally from people outside the home. His feeling for the family and their influence over him will determine his choice of friends and his reaction to them. As his acquaintance with others grows, his affection and regard are gradually extended to the wider circle. But old attachments and loyalties do not disappear as new ones are made. The child continues to love his



He is learning to appreciate early the charm of beauty and a demure manner. (Donald Snow photo)

family and to be strongly influenced by them even while he forms new relationships: first with children of his own age and sex, then with children of the opposite sex, and finally with younger people of both sexes. In proportion as the child successfully moves forward in this widening circle of relationships, he is socially and emotionally mature. But no matter how long he may live, or how old he may become, as counted by the birthdays he has had, he can grow up socially and emotionally only so far as his early life in the family has made it possible.

Protection from fear. If the child is to be happy with other people and to get on well with them, he must be protected from fear. If the little child does not feel he has the confidence and support of the family in his efforts to learn and to grow, he will show various fears. If he feels lack of affection or is insecure with his parents, brothers, or sisters, he will easily become jealous, and this feeling may become, in later life, his chief emotional attitude toward others. Jealousy is fear—fear that someone is loved more than we are.

Instead of trying to have the children feel that all of them should be loved alike, or trying to love all the children the same way, parents should realize that it is not possible for any two people to be loved equally well by everybody, even in the family. We love each of our friends differently and in different degrees, yet love each of them dearly for the qualities that are peculiar to each; so do our friends love us differently. As the wise mother whom we quoted in Problem 1 observed at the age of eighty, each child "is a distinct and tremendously interesting variety." This mother's acceptance of the variety in her children, her treatment of each child, and her love for each based on it was undoubtedly one of the things that made it possible for each of the children to be so successful. Had she tried to love all her children alike or had they been jealous of one another because of a difference in her love for them, the individual quality that helped each of them to go far and which made each of them interesting to her would have been lost. Fear, as expressed in jealousy, can be greatly reduced if relationships in the home and elsewhere are regarded in this light.

Fear suggestions. Most of life is an "unknown" to little children. They need to be told the truth about things around them and have help in learning about them. They should never be laughed at, ridiculed, or blamed. In this way many fears will be avoided. Some children are given so many fear suggestions that a sense of insecurity becomes one of their predominant characteristics. Fear of dogs, the dark, or falling is often suggested to them by thoughtless remarks or by behavior on our part. The child imitates our own fears.

These fears also may result from thoughtless methods of discipline. One child who showed great fear of a policeman had been told by someone who helped in the home that the police would get her if she was not good. Another child suddenly refused to go to bed unless he could sleep with an adult in an adult bed. It was found that a story had been read to him of a child who had been naughty and whose bed had disappeared with him in it.

Discussion of fearsome events before small children also is the cause of fear. One man remembers being "frozen stiff" with fear at about six years of age when a man named Sam approached him. Several days before a neighbor had been killed by a man named Sam. The family discussed the murder quite excitedly. The child was petrified but finally got up enough courage to ask, "Will all Sams kill you?" In the excitement someone, without realizing what the child had asked, said "Yes." And, now, there on the street coming towards him was a man named Sam!

An especially cruel and unpardonable way in which fear is sometimes caused is through thoughtless persons amusing themselves by frightening the child. They ignorantly think a child's fear reactions are funny.

Being "good." A study of children's fears shows that more often than not the fear is related in some way to being "good." All the security and the support a child can get is dependent on adults. In some families the price of adult support is doing just what the adult says. We have said. "People (or mother or daddy) won't love you if you do that." "The dog will bite you if you go outside your own yard." "The policeman will

take you if you are not good." Or the story book has said: "Your bed will fly away with you in it if you don't do what the family says."

Naturally, as a result of this kind of treatment, many children are afraid or shy or timid. They are afraid to try new things, to express their real interests, or to use their own judgment and intelligence. They grow up being afraid to take responsibility or to try anything. Most of their time and energy is spent in trying to protect themselves from unpleasant consequences, most of which would never occur. In human life fear is not useful. It prevents us from doing things that are for our own and other's welfare. It muddles our thinking, so that in the midst of danger we often do not know what to do or we do things that are unwise.

New attitude toward obedience and guiding children. Child guidance specialists, parent educators, and others who have studied the effects of the older methods of discipline on the social-emotional growth and reaction of children have helped parents to use other methods of guiding the child. Some who do not understand the meaning of the modern methods think that these people no longer believe children should obey. This is a great mistake. Obedience will always be an important and necessary virtue in the life of all of us, adult and child. But changes in the world around us and conditions which now exist require that all of us establish a sense of personal responsibility for our behavior and follow the suggestions of others from a higher motive than dread of punishment. The difference between the old and the new point of view on guidance is that we no longer want behavior that conforms, through fear, to commands of the moment. Thoughtful parents no longer want children to be afraid or to blindly follow orders they issue. They want to help the child to develop self-responsibility and a feeling that he and they are cooperating. Formerly adults were concerned with "good" behavior without considering the effect that methods of trying to secure it had on the child.

Now as we understand children better and realize the last-



"Oh—oo Mother!" (Courtesy of John Hancock Mutual Life Insurance Company)

ing effects of home discipline and guidance, we try to secure desirable behavior through setting examples, and by an understanding relationship with the child. If we feel kindly toward the child and he knows this, and if we show him the same consideration and courtesy that we show grownups whom we like and enjoy, the child will cooperate. Of course we will be reasonable in what we ask of him. He will not be told to stop what he is doing and come into the house unless there is real reason for it. Instead, we will notice what he is doing, realize his eagerness to finish it, and wait before interrupting—just as the husband would wait for his wife, or the chum for his friend. A child treated with such consideration will respond quickly if there is an emergency. He knows we will not ask him to do certain things if there were not a good reason for it. If this relationship is built from the beginning, all that is necessary in



Evidently there is a perplexing problem Will big brother be able to help in its solution? (Massachusetts State College Extension Service photo)

guiding the child is to see that he understands what the situation is, that he is told what seems desirable and why and, if necessary, that he is helped to succeed.

Anger. Scientific studies made of anger show that it is a natural, instinctive reaction against being thwarted, which usually results in some form of hitting out against the person or thing that thwarts. Babies cry when they are thwarted—that is, when they are hungry and are not fed, when they are sleepy and cannot sleep, when they are cold and cannot get warm, or when they want someone with them and no one comes. If the child is thwarted too much or too often as he grows older, he will bite, slap, kick, and yell, and use other primitive forms of trying to get rid of the thwarting or the person who thwarts him. Some people never grow beyond two-year-old behavior in anger. They become furious when thwarted in any way and are unable to tolerate any resistance. Even when they do not

use primitive methods of kicking and screaming, they use forms which are only slightly disguised. Among these forms are illness, sulking, and assuming a hurt manner. One mother always had to go to bed when things did not please her. A father had spells of indigestion when any of the family displeased him in any way. When some nations do not get just what they want, even when it is unreasonable, they start a war. Peace can come to nations and to individuals only as we learn to meet thwarting unemotionally, see what causes it and how we can meet it with our minds instead of our fists.

To help the child learn dignified social ways of meeting difficulties that thwart him we will first try to see what is troubling him, leave him alone until he has quieted, and then help him to see how to handle the difficulty another time. The fighting impulse should not, and probably cannot, be killed. No individual should be too long-suffering. But reaction to thwarting can be guided from the physical to the social level so that individuals, homes, and communities will use "the power of anger" constructively to right human wrongs and to help bring the world to more adult ways of meeting difficulties that thwart or destroy human happiness.

Questions and Class Activities

1. "The basic attitudes which the individual has toward life and the behavior patterns with which he meets it are *homemade*." Explain what is meant by this statement.
2. As we grow older, do we substitute new relations for the old ones, do we add new ones and keep the old ones, or do we do both? Give examples to make your answer clear.
3. What is fear? What is jealousy? How can jealousy in the home and with friends be minimized?
4. Give three reasons why a child might be afraid of anything—such as a dog, thunder, dark, etc. How can such fear be prevented?
5. List the things you thought you were afraid of as a child and the things you think you are afraid of now. Compare the two lists. What conclusions do you draw?

6. What is anger? What causes it? How do babies and older people show anger?
7. List all the primitive ways of expressing anger that you have heard of or seen. List all the ways in which truly refined, mature people react to thwarting. On each of these lists put a check in front of the ways you act when you are thwarted. Underline the ways you would like to be using a year from now. If these ways are different from those you checked, make a plan to do the wise thing about it.
8. What is the newer point of view about discipline? How is it different from the older ideas?
9. What are the advantages of the new idea to the child? To the adult? How can adults be helped to use the newer idea?
10. Is obedience advisable only for children, or should adults obey? If you think adults should obey, list the things which you think they should be obedient to.
11. If you know a family in which you are sure the newer point of view about discipline, obedience, and guidance is used, ask the teacher to ask the mother or father of this family to talk with the class about the values they have found in living happily and cooperating with their children.
12. Alice is three years old. It is eight o'clock in the evening. Her sister has just started to put her to bed. Alice kicked and slapped her sister. List all of the things that are wrong with this situation. Tell what should be done about it now and what should be done to prevent it again and why.
13. Ruth's playmate told her that bears lived in the woods near by, and Ruth asked her older sister Elizabeth if this were true. Elizabeth made fun of her little sister for believing what everybody said. How might Elizabeth have replied to Ruth's question? If you have a small brother or sister, how can you help them to be unafraid or to overcome certain fears?

PROBLEM 8. WHEN IS THE CHILD GROWING UP?

The growth process. Growth is a phenomenon of life. The primary purpose of a family is to provide the most favorable environment in which each child can grow into a mature, use-

ful, well-adjusted person, able to live happily with himself and others and to make some contribution to the progress of society. As we grow from infancy through childhood to young manhood and womanhood, the physical changes can be easily recognized by everyone. Paralleling physical growth, but not so easily recognized, are mental, emotional, and social growth.

Psychological weaning. Just as a baby is gradually weaned, or freed from his dependency on the breast or bottle for his food, so there is also a psychological weaning: the gradual freeing of children from complete dependence on their parents and homes for mental, social, and emotional "food."

As you realize, from birth you have been growing mentally, emotionally, and socially in your knowledge of the world around you and in your ability to meet the experiences and use the opportunities which life brings. This began when you were very small and should have progressed quite far by now. It began with your being given more and more freedom and responsibility regarding your daily routines—eating, bathing, dressing, and the like. Then you were allowed more freedom in deciding when and what you would read, how your leisure would be spent, who your friends would be, and what you and they would do together. Naturally, not until you are fully grown and have taken over your own financial support will you expect to be entirely free from family guidance and advice. But all through your life you should have been progressing toward adult independence. No definite time can be set for accomplishing any final step in this, nor can it be limited to any one phase of relationship between you and your family. It should go on continuously and affect all phases of the relationship.

Interdependency. Even when you are fully grown, you will still want to discuss certain of your problems with the family and will feel that it is helpful to have their advice. The business of living is so complicated that all of us need to make use of the wisdom of others. Even people in the most exalted positions seek counsel and advice. The ability to seek it and then to use it as a basis for judgment often indicates the degree of one's independence. But to seek and use counsel wisely

rather than to be dependent slavishly on what others may say requires an ever-increasing ability to make independent decisions and to find this as thrilling and gratifying as were earlier accomplishments you achieved. Growing into independence psychologically does not mean being weaned away from the love of home and family. It means seeking and using it, and returning it, in a new way.

Attitude of parents toward adolescent. Some parents gain much satisfaction from having their children dependent upon them. They speak with pride of their older children's still childlike devotion: "He would much rather stay at home with his mother and me than go to camp with the boys." "She is not interested in boys; she would much rather be with me and her father." These parents do not realize that such statements spring from love that hinders psychological weaning. Normal boys and girls want to take care of themselves and manage their affairs. But growth takes time, and learning how to make decisions and to gain independence is sometimes a slow process. Your parents have been caring for you and doing things for you for many years. Naturally they like to feel that you need them. They also want to be sure that you can take care of yourself when you go out into the world alone. Surely no one has a better right to be concerned about you.

Often it takes time for parents to realize that their children are growing up, that they have been moving from dependence, where they needed considerable guidance, to independence and the ability to manage alone. You can help your parents to realize how grown up you are if you show them that you can take responsibility for your conduct, make wise decisions, will cooperate with them, and that you merit their confidence in you and your judgment. In some homes these things can be talked over with the parents. In other homes it is better to do than to talk.

But whether you can talk with your parents about it or not, if you are given responsibility for anything, take care of it promptly and well. If you agree to return home at a certain hour, be there at the time stated, unless you are unavoidably delayed. In that case, telephone immediately to explain what

has happened. In the use of money, possessions, your share of space in the home, be considerate. Also express appreciation to your parents for the things they do which you enjoy and appreciate. Remember parents often are just "boys and girls grown tall." Like you, they want to be well thought of. They especially prize this from you. Try to see their side of the requests they make of you and show that you realize the effort they make for you by cooperating with them, with, for example, reference to money.

Ways of appreciating. The person who earns the income for the family is naturally interested in how his earnings are used. He may want you to report how you spend your share of the money, he may even tell you how he thinks you should spend it. He would like to provide what you and all the other members of the family need and also provide for many of the extras all of you want. He likes to feel that you enjoy and use wisely what he gives you. When the income is so small that the money can buy few comforts and satisfactions for his family, the earner may become discouraged and wonder if life is worth while, especially if you and others in the family complain about limited money. If the family income permits you to buy generously and you are careless or extravagant, the wage earner may feel that his efforts are not appreciated by the family and that you take too much for granted. The way the family feels toward the breadwinner's work and what he earns makes a big difference in the happiness of the family. He may not be in a position to choose the job which he likes best, but you and others in the family can help him to feel that his work is appreciated. You can also use care in spending his earnings wisely.

Spirit of cooperation. As you increase in ability to see your parents' side of different matters, you and they can talk about your wish to grow continually in self-direction and independence. In most instances they will be glad to cooperate with you, especially as you demonstrate to them your ability to make wise decisions and plans. However, as you develop increasingly from dependence to independence, remember that no one can be entirely independent of everyone else. "No man

liveth to himself alone." It is the degree and the quality of the independence that counts.

The extent to which you are able to cooperate on an equal basis with members of your family will indicate how grown up emotionally and socially you and they are. Many everyday experiences offer fine opportunity for testing your development in this. When several members of the family have driving licenses, it sometimes requires much diplomacy and skill to cooperate in using the family car. Father may be uneasy about the increased cost of operation when several use the car. The fact that some of you may be inexperienced drivers also increases the hazard to safety, and hence increases father's concern. Certainly adjustment of the use of the car by various members of the family will test the spirit of fairness, dependability, and consideration of others which characterize being grown-up. You will be able to think of many other situations besides use of the car which will test the maturity of you and other members of the family.

Other tests of being grown-up. Clues to social-emotional maturity can be gained through thinking about one's choice of friends and about one's heroes and heroines. "Hero worship in the case of the school child usually means the setting up of some hero or heroine of fiction, or some individual currently popular because of his outstanding achievements. The older boy and girl may slavishly copy the behavior of a teacher, a movie star, a somewhat older boy or girl, or some famous person who seems to sum up all they would like to do or be. This tendency toward hero worship suggests the importance of giving youth opportunities for acquainting itself with the highest. At a time when ideals are being formed, when emotion is at high tide, boys and girls need heroes and heroines who are worthy of their emulation. The stories they read, the movies they see, the ministers they listen to, the camp directors they are under, will all have a profound influence on the type of social contribution they will make during their adult years."¹

"The most significant factor in life is the inner picture of

¹ Marian L. Faegre and John E. Anderson, *Child Care and Training* (Minneapolis: The University of Minnesota Press, 1937), p. 264

himself and the role he would like to play in life, which each of us begins building in our early childhood . . . as the sign and symbol of what the individual holds of worth and value. . . . In early childhood these aspirations are fairly simple reflections of childish, wondering, admiration for those who wield visible power—the policeman, the bus driver, the soldier. But often these early ambitions only thinly cloak more deep-seated desires—desires which in adolescence become driving forces of utmost urgency.”¹ These driving desires may be for money, for political power, for social success. Or they may be for social welfare, great understanding, and human good. By becoming aware of the ideals we hold as expressed through the people we admire and the secret ambitions we hold, we can glimpse something of how far we have come on the road to maturity.

“Life is a journey from the self-centered dependency of infancy.” All along the way there are lessons to be learned and good habits to be formed in getting along with others and in achieving well-adjusted personalities. A college president recently said, “Becoming mature is learning to get along without parents and learning to get along with everyone including them and yourself.” While our place now in the journey toward maturity is worth considering, the important thing is to realize that if we are to be mature and have well-rounded personalities in the best sense, we will continue to grow as long as we live.

Questions and Glass Activities

1. “Growth is a phenomenon of life.” Explain this statement.
2. What is the primary purpose of the family?
3. What is meant by “psychological weaning”? Give examples to show that you understand it.
4. What are some of the ways by which we can tell if a person, or if we ourselves, are weaned psychologically?

¹ From *Our Children*, edited by Dorothy Canfield Fisher and Sidonie Matsner Gruenberg. Copyright 1932 by The Child Study Association of America. By permission of The Viking Press, Inc., New York, p 293

5. What is our relation to our family and others after we are "weaned" psychologically?
6. Can a person be old in years and immature or not grown-up in behavior?
7. Are all parents willing for their children to "grow in independence and self-reliance"? Give reasons for your answer and examples.
8. Why do you think parents feel as they do about having their children grow up?
9. How can boys and girls help their parents to be willing for them to grow up and be more self-reliant and independent?
10. List the ways in which you think you are growing up. Are you staying immature in any way? Underline the immaturities you would like to outgrow. Make a plan for this
11. Whether they say anything about it or not, do all parents like to know that their children appreciate what they do for them? Give an example to support your answer. Think over in your own mind or list for your own use the things you especially appreciate in your home and family. Do your parents know that you appreciate these as much as you do? If not, how can you let them know this besides telling them?
12. It used to be thought that when a boy was twenty-one and a girl was eighteen they were grown-up. Do we still believe this? If not, what special significance are twenty-one for the boy and eighteen for the girl?
13. How old might a person be, by birthdays, before he or she is grown-up in self-reliance and ability to manage his own affairs?
14. Can we ever be entirely independent of other people? Would we want to be? Why not?
15. Laura greatly admires a certain movie actress. She spends a lot of time trying to look and act like her. What besides the actress's looks and stage acting should Laura consider in admiring her? Would this put the admiration on a more grown-up basis? How would it help Laura?
16. What is the effect on us of admiring a person for the impression he or she makes, and admiring what is back of the impression?

PROBLEM 9. WHAT SHALL WE DO ABOUT THE EFFECTS OF HOME EXPERIENCE?

As we look at ourselves and think about what people say of us, we realize that some of us are shy, self-conscious, and fearful of people and new undertakings; while others of us are self-reliant, independent, and enjoy new experiences. Some of us lose our tempers easily, worry, and tend to take things too seriously; while others of us fail to take some things seriously enough. On the physical side some of us have poor teeth or poor eyesight or have low resistance to disease; others have radiant good health.

As we begin to understand the importance of our early childhood experiences, we begin to realize where the root of our present "being" and behavior lies. All these conditions, whether favorable or unfavorable to us now, are largely the result of our home environment and experiences.

What shall we do about them? Shall we accept them as final, believing that "what's done can't be undone"? Or shall we use them as the starting place, believing that "it's never too late to change"?

If our experiences have been fortunate and we have been able to make good use of them so that we have strong bodies, healthy minds, and happy social-emotional reactions, is not our task to live each day so that we will not only use this precious heritage but will make ourselves finer and stronger as the years go by? If the results of our earlier experiences were not so fortunate and we have poor physical health or are troubled by anxiety and fear, or if we find it difficult to get on with ourselves and others, is there any point in just accepting this? Is not our task to start now to correct the difficulty?

Look forward, not back. Sometimes in attacking our problems it helps us to remember back to the way in which the difficulty started. But for the most part it is better when working things out for ourselves to look forward, not back, and to put our energy into laying now the foundation for what we want to be ten, twenty, and thirty years from now. Trying to figure out all the things that happened in the past often wastes both

time and energy and gains little. However, if, try as we will we cannot make headway in overcoming some bad personal adjustment or attitude, then it will be advisable to consult a mental hygienist or someone who has had good training in the kind of psychology that enables him to help us gain mental health, in the same way that the study of medicine enables the physician to help us gain physical health.

In the childhood of almost every person some mistakes can be found. But the greatest mistake of all would be for anyone to suppose that undesirable habits or conditions once started can never be broken and that the unwholesome expression of thoughts and feelings, even when it becomes powerful, must continue all through life. Almost anything can be changed.

Using our past experience to advantage. As we grow older, we can gradually build on the wholesome experiences of the past and can gradually free ourselves from the influence of undesirable experiences. There is no period in life in which there are not influences that operate to affect our personalities. As we gain in independence and freedom, we can follow our best desires. As we increasingly choose environments and associates which influence our behavior favorably we can overcome many of our handicaps. Those of us who feel our experiences have been undesirable can learn from them how to avoid mistakes with our own children. All of us can use the knowledge that is available today to help us to build happier, better lives for ourselves and our children. In this way we can bring human nature to a higher level of social achievement.

Questions and Class Activities

1. What attitude should we take toward our own early home experiences?
2. Make two lists about yourself. In one put the things you like and want to keep and build on through your life; in the other the things you want to get rid of or change.
3. Study the second list to see if certain of the things on it may be really essential. Check these and make a plan for doing whatever needs to be done about them.

UNIT 12

Family Adjustments

*What do we live for, if not to make
life less difficult for others?*

CHARLES W. ELIOT

PROBLEM 1. WHAT IS THE INFLUENCE OF FAMILY LIFE UPON ITS MEMBERS?

Adjustment through differing points of view. In order to live people, as well as animals and plants, must adjust themselves to the circumstances around them. The best word to describe these circumstances is environment. Of all the factors of environment which influence people, none has so great an effect upon the individual as the family; and when we say that one must adjust himself to this family environment, we mean that each member from time to time is obliged to come to a satisfactory relationship with the other members of the family.

This adjustment can never be completely accomplished at any particular time. Our wishes, our demands, our attitudes are constantly changing. This constant adjustment is also true of all the other members of the family and, as a consequence, each of us is continually adjusting his life to that of others. It might seem as if this could be accomplished without tension, but where there is such frequent need of new adjustment, there is bound to be a degree of tension or difference in point of view. This is sometimes called "mental conflict."

This kind of conflict does not refer to quarrels that split the family and alienate one member from another, but merely to



The Question Box

Where is the wind's home, Mommie?

What is the rain?

Where is the big moon going?
(Who can explain?)

Why is the pussy covered
With softy fur?

How does she hide her scratchy
claws

Why does she purr?

What makes the sun warm, Mommie?

Why is it night?

Is the sky all full of holes
That let through light?

Why does the sea run after me
Up the sand
And make foam ruffles round my
legs
If I stand?

—HARRIET MILLS MCKAY

(Photo and poem from Better Homes and Gardens Magazine)

the milder tensions which we find even in the successful family. Such tensions do not come from the failure of the association, but are inevitable, and are to be found wherever people live in close contact. Such slight and temporary differences of point of view are not only to be expected but are even desirable in so far as they mean that various members of the family are honest in their relations with one another and are constantly making the demands, the sacrifices, the compromises, and expressing the frankness that we expect wherever people live together day by day united by affection.

There is a constant process of adjustment with regard to ideas, wishes, and attitudes wherever people live intimately under the same roof. No successful family can exist without some degree of difference and need of frequent adjustment. There are families where there is little or no consciousness of differences because they have learned habits of mutual adjustment that go on almost unconsciously and result in equitable relationships.

Strains in family life. Some experiences in family life call for adjustment and re-adjustment, and result in strains in the relationship. "There is, first of all, the strain between men and women. Men and women are often entirely unacquainted with one another's habits. Sometimes the man was reared on the farm and the woman in the city. They have different ways of life, and each must adjust to the other. With the birth of the first child, entirely new feelings are released and husband and wife must make a new series of adjustments. After the family begins to grow up parents have a sense of confidence, but when children enter the public school further problems arise. The parents must see, first, that the children learn the lesson of association with others; and second, that school discipline is just and teacher guidance friendly and wise. When the children, now young men and women, go to college, the parents face the problem of growing mentally with them and adjusting to their new social life. And finally, there is the great social and psychological adjustment that must be made to the young man's or woman's marriage. In short, family life is a perpetual source of strain, and those who do not understand



The story hour is still the best hour in the day. (Girl Scouts, Inc photo)

this fact fail to understand that which makes family life both exciting and exacting. People meet these strains in various ways according to their differing capacities.”¹

The importance of affection in the family. Because the relationships between the members of a family are based on mutual dependence, they are very delicately adjusted. The family has greater intimacy and more privacy than ordinarily come through any other association. This makes differences more important in the family than elsewhere, because the influence of one person upon another within the family is greater than anywhere else on account of the affection between them. When we say, “We can know no one unless we live with him,”



A happy family group. (Parents' Magazine photo)

we are merely emphasizing the importance of close and constant contact.

The privacy of the home also makes it easier for people to express their innermost feelings. Emotions that would not be shown outside the family are usually openly expressed within the walls of the home. Thus differences have a larger place in the family than elsewhere. They can easily become so strong that they are no longer beneficial to character but a menace to the happiness of every member of the family. How harmful a quarrelsome family can be almost everyone knows, because there are many such families. Its influence is in every way

bad. Its members quarrel not because they have points of difference, but because they are unable to adjust their differences. When a happy husband and wife look back upon their earlier adjustments, there is no thought of having been betrayed by false hopes; they have gained more by the ordeal than was lost.

Questions and Class Activities

1. What is meant by "family adjustments"?
2. How do we become adjusted to one another when we hold conflicting points of view?
3. Choose a family that you know well and give an example of one or more situations that call for "adjustment through differing points of view."
4. Why cannot successful families make one big adjustment and then avoid all future conflicts?
5. Why do members of a family quarrel?
6. If you know a quarrelsome family, what do you think is the reason for the lack of adjustment?
7. A family with a son or daughter in high school has lived through experiences which must have caused strains in family life. After consulting your parents, list the experiences which might have caused such strains. Suggest some of the ways in which a family could meet these experiences with satisfaction.
8. A reasonable amount of regularity is necessary for pleasant family relationships. List the daily family routines which should be observed.
9. What type of personal habits are likely to prove annoying to other members of the family?
10. What conditions promote a successful atmosphere for home study? After discussion, draw up five rules by which you and the other members of the family can cooperate in maintaining these conditions.
11. What kind of a family would you like to belong to twenty-five years from now?

12. What situations in family life help in developing desirable qualities of character?

13. A fourteen-year-old girl is self-conscious and shy. Her older sister seems to be well adjusted with many friends. The parents, who are in limited financial circumstances, feel that dancing lessons would help overcome shyness. They cannot afford to give this opportunity to both daughters. How can the problem be solved fairly?

14. John Smith is the son of thrifty parents in limited circumstances—both good managers and ambitious for him, the eldest, and a promising son. John secured an opportunity for self-help in college, and became a leader in social and academic life. Later, because of his scholarship record and personal qualities, a well-established law firm offered him a fine opportunity in a large city. Every indication pointed to a brilliant future.

In college John had met Joan Nichols; they became fast friends. Her father was a merchant in a small town. Her mother—attractive away from home—was a poor manager of the money income, a slovenly housekeeper, with no established routines. The house never looked clean and inviting, nothing was ever in place; her husband was often obliged to get breakfast for himself and the three children while she slept late.

After John's graduation, he married Joan, much against his parents' judgment. As Joan was not adaptable, she soon became discontented, homesick, and unhappy. It was apparent that her abilities and inclinations were similar to her mother's. John felt forced to give up his chance with the law firm and move to a small town near Joan's parents. Eventually he became the manager of a filling station. Was John justified in making this change in his plans? How might Joan have been better equipped for her part?

15. After reading "A Husband's S O S" on page 530, offer two plans for making the recreative life of the home more interesting to the father of a family. Offer two suggestions as to how a father can make home life more interesting for other family members.

16. Make a short imaginary picture of the relationships of a grandparent by completing the following. "When I am a grandparent, I expect to_____."

PROBLEM 2. WHAT ARE THE DANGERS IN FAMILY TENSION?

"For better, for worse." The living together of different persons is never in itself either good or bad. The test comes from the results of the association. It would be wrong to think that the family always *builds* character, for when its relationships are harmful the home destroys character. The bad family suffers from the unfortunate results of differences, but the cause of its trouble is not always easy to see, since the cause may not be evident at first sight. The bad family is not always a quarrelsome one. Sometimes instead of perpetual friction there has come an adjustment, but the nature of it is such that it is not good for all concerned.

Dominance. Families may be without any outward tension, but only because one of the family has such control over all the others that there is no normal give-and-take but merely submission to the selfishness of the dominant member. One common mistake that families make in their attempts to reach some sort of an adjustment is that of giving the most authoritative and willful person in the family the power to dominate the others. To a large extent tension ceases, but at the expense of fine character development. The dominant individual grows more and more selfish and despotic, while the other members of the family weaken their character by constant sacrifice, surrendering all desire for self-expression and usually giving up all ambition.

This was true recently in a family where the father took command over every detail of the family program, regulating the life of his wife and children until they seemed more like slaves than persons. At the table, even in the presence of a guest, he personally distributed the butter each was to have. All money had to be asked for with an explanation of how it was to be used. Seldom was it ever given without advice as to how it must be spent. Such a family program weakens one member by his constant self-indulgence, while the others are hurt by their gradual loss of personality. In the past there were more such families than there are now, because in the



Father and son find that meal preparation offers an opportunity for real companionship besides the joy of creating delectable concoctions.
(Good Housekeeping Magazine photo)

patriarchal type of family it was taken for granted that the oldest male member should command all the others and make his desires law. Now that women as well as men are educated they are less and less willing to accept such an adjustment within the family. The modern family is ruled by cooperative counsel in which husband and wife share equally and in which the children also share, as rapidly as they are able to help consider matters thoughtfully and tolerantly.

Expressive self-sacrifice. A second mistake in family conflict is the opposite of the first and usually accompanies despoticism on the part of some other member of the family. This is expressive self-sacrifice. It is sometimes looked upon as a very great virtue, especially in mothers, because hitherto we have not recognized the danger which comes as the result of any one member of the family making all the sacrifices. Sacrifice is required in the family, as in any other association be-

tween persons, but it should be shared by all. It should not fall entirely upon any one member. When it does, it weakens that person's character. At first this may not appear to be the case, because the sacrificing person finds happiness in self-denial; but eventually it appears that the other members of the family who always have right-of-way are made selfish because sacrifice is never demanded of them. The individual who gives up everything and asks for nothing has by loss of personality forfeited the respect of the rest of the family. Sacrifice not only comes to be expected; it is taken advantage of at every opportunity. Greater and greater demands are made by those who have accepted all the sacrifices, and thus they grow increasingly selfish.

One mother was so eager to serve her husband and children that she tried to satisfy their every wish with no thought of what this might do to them as well as to herself. Her husband and her three sons have made her nothing more than a servant. She has grown old rapidly and her most terrible punishment has been that none of her family appreciates her good intentions, but instead shows constantly a disrespect that is not far from contempt.

Resentment and inner protest. A third mistake is an adjustment of differences within the family in such a way that some of its members carry resentment and an inner protest which make them bitter even to the extent of intense jealousy or hatred. In such cases there is lack of courage to continue the conflict until a reasonable settlement can be made. On account of the forcefulness or selfish insistence of one member, others surrender their honest convictions or their reasonable demands. Perhaps they suppose that they can accept the decision that is made, but as time goes on they find that they are not satisfied. Lacking the strength to force an opportunity for frankness, they conceal their inner feelings, which grow stronger and stronger, like water dammed back from its normal flow. Perhaps there is no reaction to differences within the family that is so disastrous as this, for it leads to intense dissatisfaction, which in turn makes failure almost inevitable in occupations outside the family.

Individuals who suffer from their failure to have what they consider justice within the family become sensitive and suspicious. Even though in time they rid themselves of their family experiences by leaving the home where they have grown up and going out in the world to support themselves, they carry always the marks of such an experience and often show the reaction that came from such a family environment. For example, sometimes when such a person marries he fails to find happiness because his earlier home experiences prevent his adjusting himself to the circumstances that have come with married life. He continues to be extremely sensitive or jealous or suspicious or even bitter. As a consequence, the new home becomes a greater failure than that in which he passed his childhood. Sometimes it is much easier to conceal one's honest feeling and give up just demands without protest than through conflict to arrive at a reasonable compromise; but if this leads to inner protest, it is a mistaken policy. Temporary peace may be had but the final price paid for it is very great.

One woman has revealed throughout her life as an adult how deeply as a child she resented the favoritism her father and mother showed her younger brother. She dared not express her feelings while she lived with her parents; but since she left home, she has been so bitter in her criticisms of others, especially of young people, that not only has she been greatly disliked but again and again she has been discharged by employers who have grown tired of trying to straighten out the trouble that she has made. She herself realizes the basis of her unfriendly attitude, but thus far has not been able to overcome this difficulty.

Common mistakes of family relationships. Fixation. The term fixation refers to an unfortunate condition in which one person becomes overdependent upon another, his whole nature being wrapped up in that of the other. The long period of helplessness of the infant makes it necessary for him to rely upon the protection and nurture of some older person. To give this assistance is one of the privileges of the family, but it carries with it the great danger that the independence of the child may be delayed by the way he is treated by his parents.



Getting dinner for mother and daddy (Good Housekeeping Magazine photo)

A little child loves to cling to its mother, and it is usual for a mother to enjoy this attitude of the child toward her. It gives her great pleasure to serve the child, and the temptation to prolong this relationship of infantile dependency is very strong. It is easy for the mother to give good reasons for her bad policy if she can persuade herself to think that the child is too small to run any risks. She may treat him as an infant long after he has reached the age where he should show self-responsibility.

A child may get the habit of running to his mother for comfort, particularly when he fails in the ordinary competition of everyday life. Perhaps he feels that he fails in the estimation of everyone but his mother, as she always blames other people

or circumstances for his troubles and gives her child praise when it is not deserved. Out of such a relationship comes an attachment to the mother on the part of the child which takes the place of maturity and self-reliance. An attachment of this kind is a fixation. It is likely to continue after the child passes into adolescence and even after he goes out into life supposedly a mature man. So far as his feelings are concerned, such a person may continue in child life, and when he no longer has a mother or a father or brother or sister to lean upon, he seeks some other person as a substitute. He never grows up.

Gerald was a sickly boy and it was not strange that his mother gave him more attention than her other children. Since she always took his part, he more and more leaned upon her, and as he grew older he found it difficult to associate with other young people because they were not so tender of his feelings as was his mother. Many times he has determined that he would cut himself loose from his mother's sympathy and start a home of his own. He has, however, never been able to carry his good intentions into effect.

Good family management provides for intellectual weaning as young people come to adulthood. This is anticipated by wise parents for their own protection as well as for the desired result that their child should become a mature, self-reliant adult.

Compensation. When we think of compensation, we look at the other side of the fixation. The mother may seek to keep her child in the period of infancy because she herself is not happy. Possibly she is having trouble with her husband or she has been disappointed with some of her other children. Often a mother whose older children have left her may, in her loneliness, tie her affection to a younger child, trying to find for herself in this companionship what she misses in the absence of the others. This finding of a substitute for emotional needs that should be satisfied by a mature relationship is called compensation. Such a relationship tends to keep a child immature. Although the mother is more frequently led into this temptation, it is sometimes the father who is at fault, particularly if he has a strong affection for his daughter.

Emotional conflict. Conflicting emotions may operate harmfully upon the character of a child. These conflicts may originate at school or play or through any association, but family experience is most apt to bring it about, partly because of the intense feeling the child has toward events that happen in the family and partly because of the intimacy of home life. An illustration is that of the child who gets the idea that his parents are not his real father and mother. Cases of this kind are only temporary, however, and usually not serious. Sometimes, however, when a child is adopted, he is led to believe that his foster parents are his real mother and father, until he learns the truth elsewhere. This particular difficulty is avoided by letting an adopted child know from the first that his parents have chosen him to be reared as they would rear their own child.

Another serious cause of emotional conflict in small children is the feeling that they have been deceived by their elders. However it originates, once it comes it makes the child so unhappy that he is eager to do anything that will take his attention from his troubles. As a consequence, a child suffering in this way may slip into delinquency and eventually into crime, not on account of malicious character but because of the relief it gives him to do something exciting, something that will take his mind off of his inner conflict.

Jealousy. One of the most unfortunate evils that may come out of family relationships is jealousy. Jealousy has many causes. It usually arises from the fear that something precious is to be taken away or from antagonism created by unjust treatment, real or imagined. Easily made jealous is the child who is blamed constantly and compared unfavorably with other brothers and sisters, or the child who feels that his share of affection from his father or mother has been stolen by some member of the family, or the child who sees favoritism displayed by the father and mother in their dealings with some other child. If this feeling is often repeated, it eventually becomes a part of the personality and is carried out of the home into ordinary life, the victim constantly being troubled by other people's successes and feeling irritable whenever he is

outrivaled in sport or work by some competitor. People are not born jealous; they are made so by their early treatment, and usually the family is primarily responsible.

Walter is always having his feelings hurt. Although at first he is attractive to a new associate, in a little while, because he becomes jealous so quickly, his friend turns from him. This was true in high school and even more so at college. He resents any attention, praise, or success that comes to others whom he knows. Anyone who has visited in his home and has noticed how partial his father and mother are to his only sister realizes that the jealousy grew out of the unwise treatment he received as a child from his parents. It appears that he was unjustly denied affection that he had a right to expect, and instead was forced to feel that his father and mother cared only for his sister. This was not true, but unfortunately it seemed so to the child. He became jealous of his sister. When this jealousy found expression, his parents, instead of helping him out of his difficulty, criticized him, punished him, and continually compared him unfavorably with his sister in her presence. She developed selfishness and conceit, he, suspicion and jealousy.

Of all the bad traits of character that can come out of unwise family life, jealousy is perhaps the most common and causes the most trouble.

Questions and Class Activities

1. What are three common mistakes that may be made in family adjustment? Give an illustration of each
2. Why do individuals develop dominance in the family? What are some of the family situations which develop selfishness?
3. What are some of the characteristics of a worthy head of the family? Can a family have two heads?
4. Draw up a list of characteristics that belong to some person you know who always dominates his family.
5. How might a sacrificing person get started in self-denial? How might such a person develop selfishness in someone else?

6. How can mothers delay the maturing of their children?
7. Is it good for mothers to live only for their children? What happens when their children grow up and leave home?
8. What are some advantages in being one of several children?
9. How can parents help an "only child" develop wholesome attitudes?
10. What are particular advantages in being an "only child"?
11. Give an illustration of the various roles which might be assumed by the members of the family. What might be the possible result of each role?
12. Why is parent-fixation a handicap in an all-round development?
13. Do young people seek compensation for unhappy home life as parents do? If so, where do they place their affection?
14. Jealousy can cause an emotional conflict. Report, if possible, a case known to you, and suggest the treatment that you believe will help the situation.
15. Describe a case of a spoiled child known to you. Can you explain how the trouble started?
16. What is the result when one member of the family borrows things belonging to another without asking consent? How does such a practice develop?

PROBLEM 3. WHAT ARE SOME PROBLEMS IN FAMILY ADJUSTMENT?

Changing conditions. The way people react to one another has changed little, but their attitudes adjust themselves to the current of thought and action of each succeeding generation. Today married people earn their living under conditions quite different from those of a generation ago, live in houses unlike those of their fathers, eat food of kinds or forms that were, to a large extent, then unknown, dress differently, and entertain themselves in recreations that formerly did not exist at all or at least are greatly changed. It is inevitable that the form of their experience together as family members should be characteristic of their own time rather than of bygone days.

In spite of changes, successful home life is still regarded as a high accomplishment, demanding the best effort and development of which men and women are capable. Before the machine age the members of the family united in the preparation of food, clothing, and furnishings for the home. They were dependent upon one another and they were held together by their common needs and their common efforts to supply these. In modern urban family life, members of the family may leave in the morning to carry on various kinds of work in various places with little, if any, knowledge of the occupations and experiences of one another. They may gather at home for their evening meal before separating again for their individual interests in their leisure hours. As a result family unity is more difficult.

Even though the father is the only one working outside, if the home is well equipped with modern conveniences, there are fewer natural opportunities for children to share home responsibilities than was formerly the case. Often, too, in higher income families the mother has many outside engagements at club meetings, teas, and bridge parties. Consequently father, mother, and children are not bound together by common needs and common efforts, but instead they drift apart when they fail to cultivate the common interests which unite them.

Changes in the family income may make difficult problems of adjustment. Usually it is more difficult to adjust to a lessened income than to an increased income. The wife of Nathaniel Hawthorne anticipated such a situation and was ready for the emergency. "On the day that he received the news of his discharge (from the Custom House), Hawthorne came home several hours earlier than usual, and when his wife expressed pleasure and surprise at his prompt reappearance, he called her attention to the fact that he had left his head behind him. 'Oh, then,' exclaimed Mrs. Hawthorne, buoyantly, 'you can write your book!' for Hawthorne had been bemoaning himself, for some time back, at not having leisure to write down a story that had long been weighing on his mind. He smiled, and remarked that it would be agreeable to know where their bread and rice were to come from while the story was

writing. But his wife was equal to the occasion. Hawthorne had been in the habit of giving her, out of his salary, a weekly sum for household expenses; and out of this she had every week contrived secretly to save something, until now there was quite a large pile of gold in the drawer of her desk. This drawer she forthwith with elation opened, and triumphantly displayed to him the unsuspected treasure. So he began *The Scarlet Letter* that afternoon; and blessed his stars, no doubt, for sending him such a wife."¹

Family failure. There have always been family problems. Conditions which seemed undesirable before marriage will seem intolerable afterward. Young people who face these problems in advance are not likely to enter a marriage from which later they will wish to escape. Failure in any enterprise is disheartening, but the breaking of marriage ties which were begun with happiness and high hopes for the future brings the supreme misery and tragedy of life. Family failure is revealed in the divorce court with more frequency and more frankness than before, as the pressure of public opinion no longer forces it to remain hidden. When public opinion looked with strong disfavor upon divorce, many people did not have the courage to bring their intimate, private affairs into court.

The rate of increase in divorces is shown by the fact that in 1870 there was one divorce to every thirty-three or thirty-four marriages, while at the present time one out of every five or six marriages ends in divorce. Statistics show that the first years of married life are the most critical. Thirty-six per cent of all divorces occur during the first four years of marriage; 66 per cent occur during the first nine years of marriage. Of those who never go to the divorce court to acknowledge their matrimonial unhappiness, no one can tell how many find their marriage satisfying and successful. The common acceptance of divorce today is in part a thoughtless attitude that has not taken account of the values in permanency. But there is a progressive trend toward making the permanence of

¹ Julian Hawthorne, *Nathaniel Hawthorne and His Wife* (New York Houghton Mifflin Company, 1884), I, p 340

family life depend upon love and fellowship rather than upon older types of social compulsion, and this higher standard of marriage influences the divorce rate, since some who once would have tolerated unhappy conditions now go to the court for release. The divorce problem is not so much an evil as it is an expression of failure on the part of a man and woman who were poorly prepared to enter marriage or who were unable to meet its obligations.

Although marriage has as high, or perhaps even higher, a percentage of success than other human relationships, the court record of domestic failure reveals the need of using every resource of preparation, determination, sympathy, and insight that young people can bring to their matrimonial adventure. If anyone considers marriage only as a means of pleasure, then at any time when difficulties and trying problems arise the marriage seems to be failing. A characteristic modern attitude is the assumption that life should always give pleasure without self-denial and self-sacrifice. But life really calls for effort, for planning, and for self-expression and self-denial. There are of course hardships and disappointments that go with marriage, but affection easily meets them and brings forth happiness and contentment. There are difficulties in single life just as there are in marriage. A mature philosophy of life takes for granted the struggle and discrimination, without which the achievement of life's highest joys is impossible.

Family failure and children. Children need for their finest development the companionship of both a mother and a father. When parents separate and break up the home, it is bound to have harmful results on the children. Perhaps children divide their time between the father and mother. Perhaps one parent influences them to distrust the other. The records of juvenile courts show that many child delinquents come from homes where the parents have been divorced. Children may be permanently handicapped also if they are brought up in a home where there is only discord, bitterness, and conflict. Because they are very sensitive to the attitudes of their elders, they may be conscious of a feeling of hostility, suspicion, and dislike between their parents. What happens

to them in childhood often has a disastrous effect upon their own marriages.

Out-of-the-home employment of mothers. The working of women outside the home for wages and salaries is common in this country and may be a difficult problem in family life. It is obvious that when the woman works outside the home some adjustment must be made, because she cannot assume housekeeping responsibilities in the way that the wife or mother does who is free to give her full attention to the home. The wife who works for wages needs to have a clear agreement with the husband as to how they are to manage their housekeeping. Sometimes the husband and wife cooperate; sometimes a helper for full or part time is employed. Some husbands and wives simplify the problem by living in a hotel or a boarding-house. In the cities there are many small apartments adapted to the needs of employed husbands and wives who must simplify their living conditions. It is very common for them to have one or two meals at their apartment and their lunch near their place of employment, and to have their apartment cared for as one of the services for which they pay rent.

It is of course more difficult for the mother to work outside the family than for the wife who has no children. Many students of the problem believe that this is one reason why the birth rate is low in the cities, where a great proportion of the women are employed outside the home. There are, however, some mothers who do successfully maintain a home while carrying on out-of-the-family employment. The poorest solution is that where the mother tries to keep up the home just as if she were not also working for wages. Even though she may have the help of the older children, this is not a satisfactory program because it soon becomes too great a burden for her. A much better solution is securing someone to take care of the children. This is more frequent among women who are engaged in a profession. However, if an obliging relative is not available, it may be difficult to obtain the services of a person who is a desirable associate for the children.

If everything is systematized and the working mother has a reasonable degree of leisure so that she can give time to her

children, the family may not suffer. Where the home is not well organized or the assistance is inadequate or incompetent, the standards of home life are lowered and the children are denied proper conditions for physical, social, and moral development. The nursery school and the kindergarten are both helpful resources for employed mothers who have small children. Unfortunately, only a small proportion of such mothers can hope to have an opportunity to place their children in a nursery school. Working mothers in the cities sometimes leave their children in nurseries while they are away at work. Some of these are well managed and give small children good care, but others do not give the sort of care that the home would supply and that the child needs for his best development. The woman who makes enough money to employ a good nurse for her small child when she is away at work is fortunate.

When the child has reached the teen age, the mother who works outside the home does not face so great a problem. However, she has to consider something more than providing the child with good physical care. Unless there is opportunity and inclination for fellowship with the child, he is likely to feel emotionally neglected and to resent his mother's working. Unless employed mothers have the cooperation of their husbands in strengthening home ties when they are all together, their going out to work is likely to prove detrimental to their children.

Two families in one household. Experience proves that it is difficult for married children to live with their parents and often no less a trial for the parents. This is because of the American tradition of independence and self-reliance. In China, for example, the situation is the reverse. There, instead of many families living separately, many kinsfolk maintain the same household and cooperate in its management and support.

It is not impossible for parents and children to live together if this becomes necessary. There must, however, be a clear understanding as to how they are to carry on together, as much privacy as conditions permit, a policy of noninterference on

the part of parents. The younger couple, likewise, must be patient and considerate, avoiding as far as possible points of contention. There needs to be a definite arrangement as to how the income is to be divided; and those who do the house-keeping also must have an understanding as to what are the responsibilities of each person concerned. The depression forced many young married people to live temporarily with the parents of one of them, and likewise a large number of parents went to live with one of their children, although they would have preferred to maintain their independent homes. Kindliness, patience, and a definite understanding have made the experience pleasanter in many cases than had been expected.

Questions and Class Activities

1. In the families that you know best, list the interests that pull the family together, list those which seem to keep them apart.
2. What changing conditions in family life might be anticipated?
3. From your observation in the homes of your friends, what seem to be causes for failure to obtain complete success?
4. What seem to be the effects of failure upon the children in these families?
5. What are some reasons for the increasing number of divorces at the present time?
6. What are some ways in which these failures might be avoided?
7. How might a couple who seem to be facing failure make a successful plan for a new way of meeting their difficulties?
8. How can failure in family life cause failure in undertakings outside the home?
9. From your observations of two families living in one household, what plans seem to give most satisfaction as to arrangements for privacy? For sharing life together? For division of work? For entertainment of friends? For the management of the income? For the care of young children? In situations where they have not yet reached satisfactory adjustment, what appears to be the difficulty?

PROBLEM 4. WHEN IS A FAMILY ADJUSTING SATISFACTORILY?

When one member assumes a family role. One of the most interesting aspects of family life is the tendency of one of its various members to assume a role and to attempt to live up to some ideal that he believes belongs to him. For example, the father may think of himself as the head of the household; or the mother may assume that because she is the mother she is expected to sacrifice; or the older boy or girl may claim a leadership merely because of age; or the younger may insist upon escaping responsibilities that rightly fall upon him because all the other brothers and sisters are older. Perhaps the father thinks that the test of his character is whether or not he has obedient children. He may consider it a personal insult if his demands are not immediately carried out by the child. In such a case, instead of helping the child develop responsibility, the father turns his attention away from the child to himself, while he insists upon the child helping him play the part he has chosen as the family overlord.

Sometimes there is difficulty because the roles of family life are not fixed. Members of the family become accustomed to the role assumed by one of the group. Suddenly he changes his new and unexpected role, causing protests from brothers and sisters who want to keep him in place. Thus the youngest child may after a time demand the same treatment as that given older brothers and sisters, while they insist that he is being unreasonable to ask for such privileges.

The need for loyalty in the family. There is a role in family life that can be exercised without breeding trouble. If each comes to feel that his chief duty is to show loyalty to the home rather than to hold a definite position in the family group, opportunity is provided for adjustment to take place without jealousy and without bitterness. The wise parent therefore stresses the cooperation the child can give and thinks of his own task as primarily that of a leader who depends not upon his power of authority but upon the feeling of loyalty that is given. Loyalty is as important in the family as it is in the



Beauty in youth is an accident of nature, but beauty in age is an achievement. (Bankers Life Co photo)

school or club. Working together, playing together and, if necessary, sacrificing together create loyalty, which brings the highest satisfaction.

Making a place for the elderly members of the family. Difficult as it is for two generations to live together under the same roof, it is much more difficult when there are three. The grandparent-child relationship can easily become tragic for all concerned. However, some of the happiest homes include grandparents whose presence, instead of creating problems, enriches the fellowship of the entire household. When trouble comes, it is likely to result from the grandparents' interfering with the children, constantly finding fault with them, or insisting upon being indulgent to them in opposition to the wishes of the parents. The grandchildren likewise may create

discord by disregarding the grandparents, refusing to show respect, and even maliciously seeking to hurt or antagonize them. Adolescence brings the greatest hazard, since then the child is eager to show his independence and to enjoy freedom, while the grandparent is tempted to find fault or to seek authority. Young people do not realize that growing old may be difficult, and sometimes without meaning to be selfish they make the last years of the grandparents the saddest, emptiest period of their lives.

The presence of an older person who has achieved and is still achieving beauty in living is a very precious possession in a home. "Beautiful young people are accidents of nature, but beautiful old people are works of art." There are very special gifts of elderly people to the home and to the world if they have grown old in the spirit of youth and beauty. They bring the folklore which connects one generation with another, the wisdom of experience and understanding, the ripeness of judgment, and a "faith in the goodness of life."

Easier conditions of living and knowledge of health improvement, which are now more generally available for all families, make for longer life, with the average life expectancy of nearly sixty years and with many living beyond the allotted biblical span of threescore years and ten. Today, when people live far beyond the age of seventy, they may not be really old, for age is determined by one's mental and physical powers.

The grandparents or the parents who are so near the new family that they know and see many details of family living have a far more difficult role to play than do the grandparents or parents who have their own home and simply visit and are visited.

A few considerations will help much in making elderly people happy, providing that they themselves have been preparing for this time of life by learning how to be generally useful and also by developing various interests and appreciations. They need a chance to do some useful home and community tasks suited to their strength and interests. Men who have practical abilities know how "to fix" many things about the house in



Preparation for her first party (Good Housekeeping Magazine photo)

need of repair; some like gardening or backyard poultry-raising; some like books. A librarian may feel richly rewarded for the pleasure she has given to elderly people by putting them in touch with books dealing with their special interests. One grandfather knitted beautiful mittens and scarves during the winter while he planned the garden he would make in the spring. They need a separate room, if possible, with some of their own possessions and arranged to their liking, even though it may not harmonize with the rest of the house. Here when they wish to do so they can be alone and have quiet and rest. They enjoy some opportunity for companionship with contemporaries, and they like to feel that they are useful and helpful and really needed by someone. Happy is the grandparent who becomes a personal source of stories of the old days to little children.

With thoughtful, understanding grandparents in the home, children learn deference for age; they learn family traditions; and they gain an appreciation of the beauty and majesty of age. Good mothers and fathers make good grandparents.

Test of good adjustment. There is perhaps nothing that shows so clearly the contrast between the ideal family life of the past and that of the present as the fact that we expect to-

day to find in the good family the individuality of each member respected and developed. If the growth of any individual of the family is prevented, we know that there has been failure in the policy of the home. The character of each member, whether father, mother, or child, cannot be developed unless the personality of each is respected by the other members of the home circle. Even the smallest child must be protected, lest in infancy he might be hurt by the domineering attitude of those older and more powerful. Such individualities cannot be had unless it is recognized that each member has rights that the others must not take away. The personal possessions of each must be recognized by the others. If possible, even privacy should be provided.

Matthew H. Buckingham, one-time president of the University of Vermont, said, "A gentleman is one who thinks more of other people's feelings than of his own rights, and more of other people's rights than of his own feelings" This is a thought which may well be expressed in the relationship within the family.

This development of individuality along with family loyalty and strong affection is the supreme test of the wholesome, modern family. Many families are content with one of these three qualities, but where a good program is maintained from the start by parents, individuality, loyalty, and affection are all achieved. In these successful modern homes we find the happiness that comes from the right sort of family adjustment.

Growth of character. We think of the family as a means of achieving happiness. This is true, but happiness cannot be had unless there is also growth of character or development of a wholesome personality with its convictions and ideals. The family provides opportunity for us to obtain happiness through growth of character. Living in relation to one another and having a regard for the wishes and needs of one another forbid indifference on our part to the lives of those about us. Thus difference and adjustment appear not only inevitable wherever there is close association, but also as something actually necessary for the making of character.

Questions and Class Activities

1. Write out five to ten rules that will make for courteous relationships within the family.
2. Give a description of the family holidays celebrated in the homes of your grandparents.
3. Among the families that you know well, there must be some in which one or both grandparents live in the family. Through what situations do the grandparents enrich family life? If there are complications, what seems to be the source of the trouble?
4. What does loyalty to the family include?
5. Give illustrations of family loyalty of which you know.
6. Why is affection so important in successful family adjustment?
7. Why is a family happier when there is growth of character?
8. How can we know that we belong to a family that makes adjustments? What is the test?
9. What is the supreme achievement of wholesome family life today?
10. What do parents owe their children?
11. What do you owe your parents? How can you show your appreciation of what they have done for you?

V

CULTURAL ASPECTS
of
HOME LIFE

UNIT 13

Leisure and Its Opportunities

Is not true leisure
One with true toil?

JOHN SULLIVAN DWIGHT

PROBLEM 1. HOW HAS LEISURE BEEN GAINED?

Interpretation of leisure. Leisure has been defined in many ways and seems to mean many different things to different people. If a friend asks someone to do him a favor, there is likely to be an instant mental reservation: "If I have time, I'll be glad to do it!" Who are we of this generation to be so stingy with time when it is the abundant gift of all previous civilizations? We have leisure for the things we wish to do. What is work to one may be play to another. At different times the same activity may be either work or relaxation to the same person. Dr. G. B. Cutten points out that the Greek word for leisure and that for school are synonymous, suggesting that leisure "was a time for the agreeable task of study." Now the point of emphasis has changed from "an opportunity to do something," to the more popular definition of "a chance to do nothing."

Leisure is more an attitude than the use of vacant hours, for in mental relaxation ideas and inspirations have an opportunity to grow and later may bear fruit in creative expressions. "Let us not confuse leisure with rest, which is merely the south pole of work, nor with recreation, which is a form of action. . . . Leisure is too deeply imbedded and too broad in compass to

be disciplined or confined. It is the free port of the imagination. It is the natural stir and growth of a man's being and it must be generously indulged. For when the body and mind are truly at leisure, the growth of the tendrils continues serenely, and vagrant impressions expand into thought, and impulses become ripe for action."¹

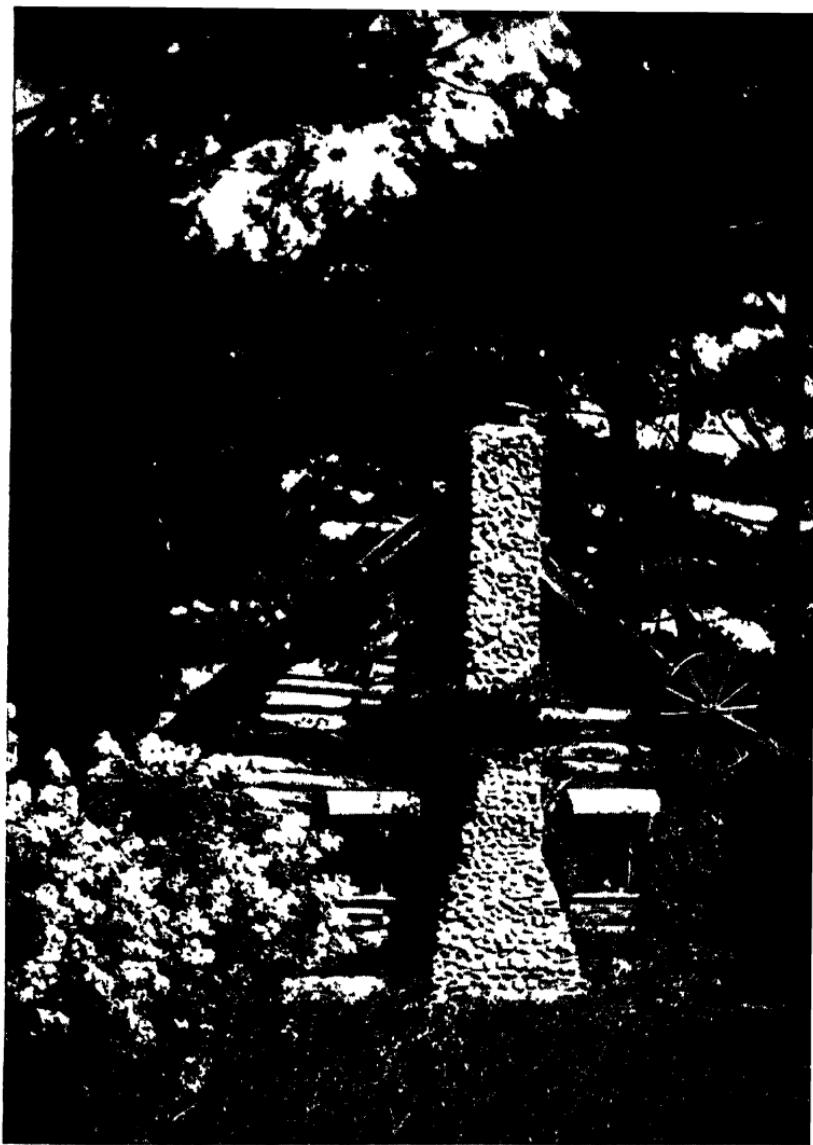
Division of labor. Division of labor has been the keynote to "comfortable leisure." During freedom from forced labor primitive man adventured into the beginnings of the arts and sciences. He improved his utensils, decorated his weapons, and recorded the story of the living things about him in the crude drawings upon the walls of his cave. He tried to interpret the life about him through the rhythmic movements of the dance. In his experiments to improve his weapons, his implements, and his shelter he learned through trial and error the fundamental laws of nature. As peoples have been freed from the struggle for existence and their leisure has increased, their culture has developed according to their environment and capacities.

Machines supplanting labor. The discovery of power in steam and the subsequent Industrial Revolution of the nineteen-hundreds introduced a new era and reversed the periods of work and play. Formerly men, women, and children toiled long hours with little if any leisure, stunting the lives of countless children and causing agony of spirit for untold numbers of men and women. Today there are many classes of workers who spend eight hours on their jobs and have the remaining sixteen hours to do with as they want.

Introduction of new machinery makes possible the production of a greater output of goods with fewer men. Hence, there has usually been temporary unemployment with every radical change in production. One illustration will be sufficient to show us this significance of machine production:

One girl in charge of several thousand spindles of a spinning mule will produce from 10,000 to 12,000 times as much cotton yarn as her grandmother produced on a

¹ From the *New York Times*, December 18, 1932



A delightful place to spend leisure hours. Converting an old cider mill into a summer cabin was a unifying experience for one family. A good imagination and hard work during week ends and vacations converted the building into a charming place for rest and recreation. The interior, with the floor on different levels and a big screened porch at the rear, offer interest in arrangement of furniture and possibilities for a variety of activities and hobbies. (Agnes H. Craig photo)

spinning wheel with a single spindle. For one type of mule the exact figures are for the girl 820,000 yards per hour, and for the grandmother seventy-five yards.¹

Shorter working day. As a pioneering people with much to do, we thought that leisure was scarcely respectable; it was one of the vices of the "idle rich." But gradually leisure has become the possession of the working people. A few years ago it was considered "radical" for workers in industry to be employed only eight hours a day for a forty-four-hour week, but the working day is growing shorter. Shortly before his death in 1923 Charles Steinmetz, the famous German-American inventor in the field of electricity, prophesied that within a century the standard day's work would be four hours for two hundred days a year. If the recent prophecy of a New York engineer is fulfilled, some of us will live to see a working day of only two hours. Surely leisure is becoming the common heritage of all the people.

Labor-saving equipment. Virtually all machines are labor-saving equipment—a steam shovel, a Jacquard loom, a threshing machine, a typewriter, and an egg beater do a task more efficiently than a human being can do by hand. Now, with the extended use of electric power and the rapid increase in labor-saving devices, we have at our command many mechanical servants. This presents a problem to each of us, for our capacity to use leisure has not kept pace with the suddenly increasing amount of leisure. But let us remember that many of our enjoyments are possible only because of "a host of silent workers." We are indebted to the machines for our leisure. The problem of the wise and intelligent use of leisure has become one of paramount importance. The use of leisure either tends to unite or disrupt a family. Because circumstances today may make it difficult for the members of a family to be united in their work, it is all the more important that they should share in some common goals and in some leisure-time activities, thus gaining a sense of security in comradeship.

¹ G. B. Cutten, *The Threat of Leisure* (New Haven, Conn. Yale University Press, 1926), p. 20

Learning to play together and to work together must become a goal in family life.

Questions and Class Activities

1. What important factors have secured the leisure of the present day?
2. Contrast the Greek definition for leisure and your interpretation of the meaning of the term
3. Contrast the amount of leisure which you have now with the leisure which your grandmother had at your age. What occupations filled her working hours? How did she spend her leisure time? How many working hours are required to do the work in your home today?
4. In the past as people have been freed from unnecessary toil, how have they used their leisure?
5. Choose something in which you are particularly interested. Find out all that you can about this. Carefully organize your information and give a three-minute report to the class. Keep a careful record of all of your sources of information.
6. How does the amount of leisure time of the men whom you know compare with that of the women whom you know? Compare the leisure time of your father with that of your mother.

PROBLEM 2. WHAT SITUATIONS DISCOURAGE A FAMILY PATTERN OF LEISURE?

Restlessness. Formerly the family was held together by joint labor in facing the economic pressure of rural life. The machine has cut this bond so that husband and wife may work in different places. Restlessness may result from this lack of working together. This restlessness may be increased by cramped physical environment. If a couple is still living with their parents and have little or no responsibility, this feeling of restlessness may be even more apparent. Without constant excitement, life becomes dull to them and home merely a convenient place to sleep and eat.



Full speed ahead! (U. S Forest Service photo)

Young people starting on their own with small means may be thankful for the experience of economic need which drives husband and wife to cooperative effort, and curbs the restlessness found in irresponsible, foot-loose households. Even a small flat has vital recreative resources, whether it be occupied by a young couple who are both employed and share the house keeping duties, or by a serious, homemaking young mother and her small children, aided by her husband in part of his free time.

Aimless activity. Many people have the misconceived idea that in order to have a good time they must be explosive, always with a crowd, and keep up a "jumping-jack" kind of activity in their recreation and leisure-time pursuits. High-pressure advertising and salesmanship are constantly bombarding us with ways to spend money and time. Young people should be critical in appraising the present and long-time values in different types of recreation and in making their own choices rather than following the crowd.

Decentralization. Industry has taken out of the home the production of the necessities of life, such as baking, canning, preserving, cleaning, laundering, sewing, dressmaking, and the

making of home-furnishings. The members of the family are obliged to go out to produce these in mass quantities. The demands of industry have squeezed out the traditional garden plot and yard and telescoped the house into an apartment, although the new planning movement is already creating single houses again, and securing open spaces and playgrounds. Industry has further decentralized the home by running a highly efficient competition in entertainments. For lack of space, dancing must often be done outside of the home.

The amateur's rendition of music on piano or stringed instruments must compete with that of artists and full orchestras on phonograph or radio.

Commercialized recreation. As the acquisition of our leisure is recent, we are in the first or play stage. Whether we are indoors or outdoors we must be amused. Businessmen have been quick to recognize this and have commercialized amusements. They have patterned the use of leisure on the methods of mass production, and as a result, methods of spending leisure are dictated to us by business interests rather than by our own desires and needs.

Dr. Cutten makes the statement that "more money is spent in this country on commercialized leisure than on anything else except food, and more invested in this enterprise than in anything except land."¹

We seem to have lost the art of self-expression or the ability to amuse ourselves. Instead of the laborious task of learning



*Skating is an enjoyable pastime
(Berkshire Hills Conference photo)*

¹ G. B. Cutten, *The Threat of Leisure* (New Haven, Conn.: Yale University Press, 1926), p. 70

self-expression, it is easier to turn the button on the phonograph, player piano, or radio. Why take part in amateur plays and dancing when we can go to a movie and sit with folded hands to be amused or excited? Many of our amusements do not provide recreation of body and spirit in the true sense of the word. In both our work and play we are inclined to seek excitement, "something doing every minute," like mechanical monkeys jiggled on a string. As a result, our recreation, most of which has had the accompaniment of much noise, leaves us worn out and bored.

Enforced leisure. Enforced leisure for millions of people has become more burdensome than long hours of labor, but such time can hardly be called leisure. On the part of adults and many youth it is fraught with anxiety and permeated with a feeling of insecurity. Many older people who have "retired" find that life has suddenly become burdensome. Their occupations kept them busy and their minds active and alert. They were so occupied that they took no time to live in the mind and in the spirit. They developed no creative interests and as a result are stranded on the shores of boredom. Creative interests cannot spring up overnight on barren soil. A desire without effort produces nothing.

Standardized play. As our recreation has been commercialized, so our play has been largely standardized. Standardized play is the outgrowth of standardized work. We have a tendency to do in our free time that which we do in our work time. Most persons are not sufficiently versatile to dissociate entirely work and play. Standardization of machines and equipment which contribute to efficiency and happiness is laudable. But why standardize and mechanize those things which should give wing and freedom to the spirit? Our play should be free and spontaneous. But if we subject ourselves to standardized amusements, are we free?

As we look at the play pattern of American life, we find it set, monotonous, and stereotyped. Our amusements are much the same the country over—dancing, tennis, baseball, football, bowling, golf, bridge, automobiling, and eating in expensive places. Those games that keep us out of doors require



The manouvering of the chessmen requires concentration and skill
(Photo from All the Children, published by the New York City Board
of Education)

action. The practice of games that require a skillful technique is to be highly commended. But the point that needs to be emphasized is that many of them are played because they are the fashion, not because the person loves to play them. On the other hand, much leisure is wasted on such games as bridge, if the player is bored. For those who play the game intelligently and find it amusing and diverting, it has its place. But when any game is used as a time-killer, it is harmful.

There are families who feel that without money they cannot enjoy their leisure; they are dependent upon commercial forms of recreation. But there are many things to do that require little or no money. Libraries and museums are mines of delightful and precious treasures waiting to be dug out. We frequently hear someone say, "If I only had the money I could do so much in my leisure time." It is of course true that many

enjoyable activities require considerable money for investment and for upkeep. On the other hand, resourcefulness is a greater asset than money and more to be desired than money alone. No advancement in leisure, or in any field, is ever made without personal effort; no end is ever gained without a goal.

Questions and Class Activities

1. What is your interpretation of a "family pattern" of leisure?
2. What evidences of restlessness do you see in the homes with which you are acquainted?
3. What may be responsible for this restlessness in family life today?
4. From your grandparents obtain information and make a list of commercial forms of recreation available for the older members of your family when they were of your age. Contrast this with the commercial recreation available for your generation.
5. What caused decentralization in family life?
6. How much a week is spent by a boy in your group for commercialized amusement and recreation? By a girl?
7. In what ways may the radio, automobile, and games become unifying influences in your family, tending to increase the time spent together? List in two parallel columns the influences that help to keep your family together in their recreation and those that tend to separate them. What seems a desirable division of time between the two?
8. How can enforced leisure be used profitably even though fraught with anxiety?
9. What should leisure do for a person? For the home? For the community?

PROBLEM 3. HOW CAN LEISURE BE USED TO ADVANTAGE?

Enrichment of personality. In the industrial era of the past, when every man was his own master workman and every woman had a household to administer, there was ample opportunity for the creative development of personalities. To-

day we are practically all machine operators in one sense or another, whether we are actually tending a machine in factory or office, driving an automobile, or clerking in a store. The place, amount of time, and the opportunity for developing our personalities have been almost reversed. Since the work of earning the income is done largely outside of the home, it would seem logical that the plan for the spending of leisure should take place within the home.

The home is the garden plot for the development of rich and attractive personalities. The use of leisure hours should do for a person what sunshine does for the flower. The difference in the personalities within the same family may be as great as that of the flowers in an old-fashioned garden. Each flower has its distinct charm. But if our minds and spirits are not cultivated and enriched during our leisure hours, our personalities may fail to bloom and we will sink into the oblivion of the common mass, uninteresting and unwanted. A fine and distinctive personality is the magic key to life.

Cultivation of friendships. Leisure gives us the opportunity for exploring among our acquaintances for friends. The friendships formed in early youth are often the most lasting. High school and college or business associations offer opportunities for cultivating friendships.

The home should be one of the social centers for the making of friends. The friends of our mothers, fathers, sisters, and brothers should help to give us a background for estimating values in friendship. There is no better way of learning to know one's friends than by entertaining them in one's own home for an evening, over the week end, on holidays, or at mealtime when all the family are present. The ability of guests to adapt themselves to the customs and activities of the family, to take an interest in different members, and to contribute their share to the conversation tells a long story. While each member of the family should have his own particular friends, he should take a sincere interest in the friends of other members of the family.

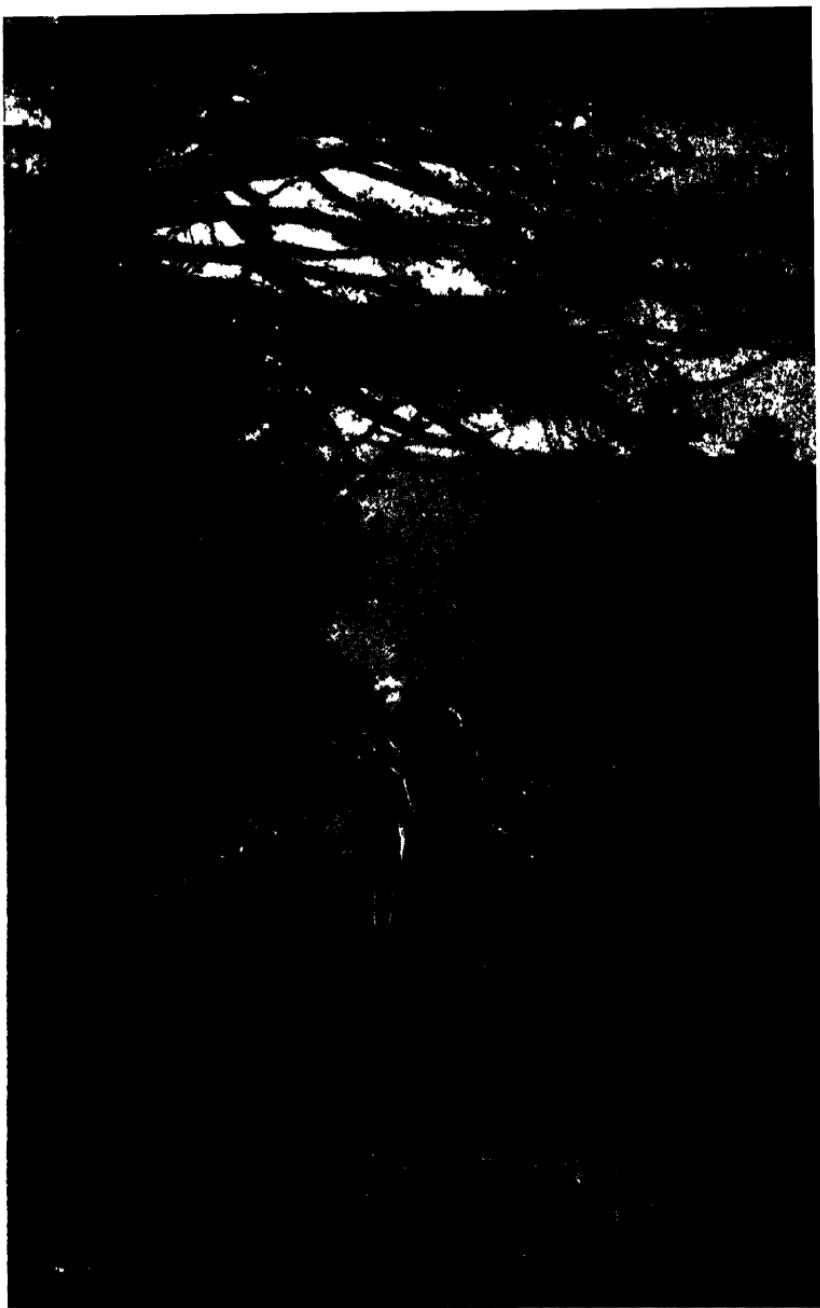
Development of appreciation. The automobile and the motorboat may take us to the door of the innermost chambers



Work determines the amount of time to be used for leisure activities. This boy may either play ball now and mow the lawn later, or get his job done first. (John Vondell photo)

of nature, but we are only strangers if we have not acquired the key of knowledge to admit us to the mysteries of flower, tree, earth, and sky. The breadth of knowledge is so tremendous we cannot expect to know all, but we have the whole world from which to choose. The right use of leisure can open undreamed-of vistas. But the possession of time for leisure does not mean the possession of leisure itself unless we have learned how to use this leisure. Can there be a better use for leisure than the development of appreciations? Many men with leisure time have developed science, art, philosophy, and literature.

Every age must fashion its own culture. The culture which grew out of previous conditions is no more adapted to our needs than grandmother's clothes are suited to the active and strenuous life of a modern woman. However, we must see



The call of the open road. (Howells photo)

both backward and forward at the same time, as does the driver of an automobile. In order to keep our place upon the road, we need the reflection of the past in its relation to the future.

The development of appreciations is our mirror. How can we judge the quality of our arts and sciences unless we have some fundamental knowledge of their history? Unless we are familiar with some of the fine things in literature, how can we judge our modern fiction and poetry? If some of the masterpieces of the great composers are not familiar to our ears, how can we judge the emotional qualities of that universal language, music? How can we test the quality of form and color of modern paintings without the standard of the renowned pictures? How can we make intelligent criticisms of modern sculpture without having seen the models of the masters and known the history of the Greeks?

It is said that we are in an age of church building. Some of our churches are awe-inspiring in their grandeur and beauty, and like our skyscrapers are products of modern life adapted to present-day needs. But their roots spring from the finest expressions of previous centuries.

Avocational interests. One of the uses of leisure is to permit the creative impulse to develop. Although many of us do not possess either sufficient creative impulse or initiative to forge ahead and do real creative work, this may not be a handicap in earning our living.

With the majority of workers today, skill is more important than creative ability. Competition is keen and we may be bound by an environment which we cannot entirely control. If it happens to be a job that the world calls monotonous, it may be that the leisure gained will enable us to develop another side of our lives. If one is engaged in merely turning a screw or tending a machine eight hours a day, then one could do something creative during his leisure time, such as turning his hand to some handicraft, playing in an orchestra, doing interpretative dancing, or netting a hammock. If we are wise, we will prepare ourselves to have a major and minor occupation, just as one chooses major and minor subjects in his col-

lege course, and use the secondary occupation as a leisure interest. But leisure is dependent upon our work; and if we do not have a feeling of security in our jobs, we can take but little pleasure in an avocation.

To maintain a desirable balance, our avocation should be complementary to our vocation or profession. Balance or compensation is one of the laws of nature that cannot be disturbed without unpleasant consequences. A surgeon or a doctor may be an authority, but if he thinks only of the ailments and suffering of his patients, how can he inspire them with a desire for abundant health or help them to get their minds turned into channels of constructive thought? The chances are that the better doctor or surgeon is he who has an avocational interest or hobby. He may be a good golfer, a musician, or a talented amateur actor. A wise combination was made by an engineer on a fast express train who relaxed tense nerves in the cultivation of a garden that was a joy to behold. The combination of vocation and avocation that we choose may be as varied as our personalities. Some part of one's leisure time should be spent alone.

Writing for pleasure. Writing for pleasure is another occupation for leisure that should be encouraged. We seem to have acquired an undesirable tradition that if one writes, it is



An opportunity to ride and drive a fine horse is a never-to-be forgotten experience. (John Vondell photo)

only for a class assignment to earn a grade or to earn money. This is unfortunate, as it keeps many people from exploring in the world of ideas.

The art of writing must be cultivated like music or photography. When we leave the door of our mind open, thoughts drift in and may linger, but often they are fleeting and must be quickly imprisoned in writing. Even though one may be occupied with other activities, a feeling of relaxation is conducive to the cultivation of ideas. Some persons get brand-new ideas while they are traveling, walking, or canoeing, while others may be doing routines in the house or on the farm, and still others have to write in a place where they are free from a consciousness of their surroundings. Whatever the condition, it is well to be fortified with a pad and a pencil—within reach. There is much to be said for the use of diaries and letters, particularly those that record one's impressions and reactions to persons, places, and incidents, as well as descriptions. After all, *what we think* is often more interesting than *what we do*. The experience of having ideas and learning to dress them up in suitable words may prove to be a source of genuine satisfaction and may develop some possibilities of creative ability.

Plan for leisure. While one does not want to fill leisure time with a hard and fast schedule, one should not waste too much time doing nothing or "just fiddling around the house." The world is too full of opportunities for adventures of the mind and the fun of learning, not to consider some kind of plan. If we are taking a long automobile trip for pleasure, it is obvious that if we do not study the line of route we shall go sailing by its points of interest and not get full value in enjoyment. And so it is in planning for the best use of our leisure hours that we may get durable enjoyment.

We need to plan especially for the activities that we do alone or with our families. With nonfamily groups sharing in leisure activities there is a give-and-take that is more flexible than in the smaller home group. But if a member deserts the family party, it may disrupt the family plans.

Questions and Class Activities

1. You may have a number of interests which you would like to develop into an avocation. Outline for yourself a reasonable schedule for developing two of these over a period of years.
2. If you have a friend or acquaintance who has an avocational interest, give an account of it. If you can bring illustrations to class, do so.
3. What is a desirable relation of one's avocation to one's vocation?
4. Calculate carefully the total number of leisure hours and work hours which you have each week at the present time. If you are not satisfied with the distribution of work and leisure hours now, make a budget of your time which seems to you more desirable.
5. Assume that you have a position for next year. State the kind of work, the number of hours required, and the income received. Budget your time for a week as to the various activities of the day, such as sleeping, working, eating, and personal upkeep. Make a plan for spending the remainder of your time. Which portion of this plan contributes to your personal development and at the same time gives you pleasure?
6. Study and report the use of leisure time by three of your friends, one of whom is married. Note the amount of leisure. Is it related to their usual occupations? Does it seem to give them genuine satisfaction? Does it seem to widen their horizon?
7. Look through the advertisements of a popular magazine and list those advocating uses for leisure time.
8. For two months keep a record of the movies you attend. Make a brief summary of each, noting particularly family relationships portrayed. Keep a similar record of the books that you read.
9. How much time do you spend listening to the radio? What is your real gain from the programs which you select?
10. Contrast the personal values to be gained from being a spectator and being a participant in one or more sporting events, musical activities, literary activities, dramatics, or school citizenship activities.

11. Make a list of the activities which you now enjoy, and others in which you would enjoy participating. What factors hinder your participation?
12. If the work of some person is not satisfying, how can its effect be offset by leisure occupations?
13. If your father or mother is engaged in work which is not suitable, by what means can you help offset its fatiguing effects?
14. What present subjects of study are enriching the future leisure time for you and your associates?
15. What other activities do you participate in now that may become avocations in later life?
16. What sports do you participate in now that may easily be continued in after years? Why do you need to learn to play in your youth?

PROBLEM 4. HOW CAN LEISURE PROMOTE FAMILY UNITY?

Family comradeship and recreation. In the old industrial era leisure for the working classes meant rest, for their children leisure meant time for play. For the first time in history we are enjoying the unique experience of having time set aside for leisure for the whole family. The machine which has given us our leisure has also given us the tools with which to enjoy it. This does not necessarily mean that the family will spend all its leisure together, for quality of association rather than quantity produces happiness at home. The most precious memories may be those of brief periods of fellowship.

A joy for both parents and children in work or play is the anticipation of relating new experiences to the family. In his autobiography Andrew Carnegie tells a beautiful incident. As a boy he earned his first raise of \$2.25. He was so overcome with the amount of the increase and the unexpectedness that he bounded for the door and ran all the way home. He gave to his mother, who was the family treasurer, his regular monthly earnings, but that night he confided to his younger brother that they would soon be riding in a carriage. The



Cooking is a manly hobby. The expression of admiration and pride should be an added incentive if one were necessary. Son seems to be thinking about how good it is going to taste. (Good Housekeeping Magazine photo)



Hiking with a purpose Knapsacks, butterfly nets, and nature guide-book give promise of an interesting trip (Photo from Trailside Museum, Park Department, Springfield, Mass)

next morning as they sat down to breakfast he laid his raise in wages on the table. Several moments passed before his father and mother realized the importance of that money. Mr Carnegie says that all of his millions never gave him the thrill that came from the remembrance of his father's shining eyes and the tears of joy in his mother's eyes. Their son was worthy of promotion.

Mealtime is one of the most valuable assets in the leisure of the family. The evening meal especially is a time that all members of the family should look forward to with pleasure. This is the time for the exchange of pleasant experiences and the relating of amusing incidents of the day. Joking and laughter are the common ground on which the generations can meet. Each member of the family should be encouraged to make interesting contributions to the conversation. As a rule the activities of the individual members should not be allowed to interrupt this social hour of the family. Some of

you will protest that late afternoon affairs and early evening engagements make impossible any regularity and leisurely feeling at the evening family table. In most cases that protest is based on a state of mind and the unfortunate management of time. True comradeship will not flourish in a continual state of haste. We owe ourselves a respite from excitement, and the pleasure of learning really to know our own families.

Driving. Now that there are so many automobiles in use in this country, countless numbers of families can get into their cars, go to see their friends or the movies, or go for a pleasure trip. This is distinctly a contribution to the enjoyment of pleasant evenings and week ends.

The automobile has brought rural and urban life together. There is no sharp line between them. People who work in the crowded city can have their homes miles away in the country, where sunlight and fresh air are abundant and the cost of living is reduced. People who work in the country can travel to the city with ease for marketing and shopping, for recreation, and for visiting. Style in dress no longer makes distinction between city and rural families. People in the country may easily be just as smartly dressed as their cousins in the city. The purchase of both clothing and household furnishings may give as much pleasure to the family as sightseeing or visiting. Shopping has become an experience in which all the family can participate. With the aid of telephone and automobile, which bring our friends to us, home life can offer attractions which outweigh the superficial glamour of public places. By the use of the automobile our horizon is greatly enlarged and our enjoyments multiplied many times.

Arrangement of home workshop. The home can be so arranged that the different members of the family have freedom and a place to carry on their leisure occupations. Probably we all have wished to do something if only we had our materials at hand. A little necessary carpentry could be done enjoyably if the hammer could be found, if the saw was not rusty because someone had forgotten to bring it indoors, and if the nails had not been spilled. By the time the equipment is assembled, tempers have been lost and the constructive mood

has vanished. What might have been an agreeable pastime has become an irksome task.

We may have the impulse to write a note that would be really charming, but by the time we have hunted for misplaced note paper and ink someone is occupying the desk and the note turns out to be stilted and uninteresting. To avoid similar experiences, it might be helpful for each family to take an inventory of its inclinations, talents, and aspirations, and so organize its working schedule that every member is given an opportunity to do the thing he wishes to do. Likewise, furniture and working equipment might be so arranged that there would not be a conflict in inclination and time. This may mean an unconventional arrangement of furniture and rooms. The dining room may take on the aspect of a living room. But if the family is happier with that arrangement, the sacrifice of the conventions is worth the goal.

There should be sufficient space to allow two separate programs to be carried on simultaneously. One suggestion is to use the guest room for quiet and reflection. Here one may retire to read, study, write, or rest. It becomes a kind of sanctuary in which one's desire for seclusion should be respected. Another room may be set aside for a laboratory-studio-shop combination. This may be the basement, attic, shed, or barn. Its location is not important so long as it serves the needs of the family. If the father or the boys are mechanically inclined, they need the minimum equipment for tinkering. If there are others who enjoy weaving, wood-blocking, drawing, etching, or other types of handicrafts requiring bulky or mussy equipment, this is the place for their work. Here one may have the pleasure of having one's work unmolested and of being able to return to carry on work for any few minutes of leisure. A sewing room is a great convenience, but sewing can be done satisfactorily in the dining room or bedroom where one has a bed or table for cutting.

Substitute workshop for apartment. If a family lives in a small apartment, the spending of leisure happily becomes a problem. The crowded physical condition of the home may be such that children will be obliged to go out to libraries for

their reading and to social centers and clubs for their handicrafts. But still the organization in the home may provide every member a personal equipment compactly arranged. If there is not sufficient closet or floor space available, a chest or box on ball-bearing casters under the bed would make an excellent substitute workshop.

The fascination of hobbies. The fascinating thing about riding a hobby is the fact that one never knows what the destination will be. One may think that he does. But a hobby is both whimsical and tyrannical, and will often lead one into situations and make contacts for one that are beyond the wildest dreams of one's imagination. Hobby riding may be done alone or in company with the family; however, it is more fun if the interest is shared by the family. There are times when patience must accompany interest—for instance, when a mother finds it necessary to share her kitchen with her son for glider construction.

Kinds of hobbies. Hobby horses can be ridden equally well in open rural districts and crowded urban centers. One only needs to select his horse accordingly.

Three classes of hobbies might be mentioned: (1) Miniature building, from ships, trains, and airplanes to dollhouses, makes a universal appeal. Miniature building and collecting can be done by all—by little boys and girls with no money and



Using one's own design is a joy.
(Girl Scouts, Inc photo)

by adults who can spend much. Colleen Moore's dollhouse is an extraordinary creation of beauty which is a treasure to be cherished for future generations. Those who have had the pleasure of seeing it are indebted to her for the exquisite expression of her creative imagination. (2) *Making something out of nothing* is a challenge and a joy. To be able to take odds and ends and make articles of beauty in design and color has become more or less traditional of the American family, and the patchwork quilt and braided and hooked rugs are examples of useful things so made. (3) *Collecting* provides both fun and value. It makes one observant and appreciative of other people's collections although the interest may be entirely different. Collecting is a leisure game wide in range, running the gamut from cigar bands or marbles for the small boy to fine Chinese porcelains for the older person.

The joy of reading. Reading, a home occupation, is another bond for uniting the family in leisure. With proper direction, children may develop a love of reading early in life. Reading aloud, if only a few minutes each day, may become a source of much happiness. Never has any preceding generation had the doors of knowledge opened to every reader. If one's income does not permit the purchase of books, the public libraries are available. If the income is sufficient and the space in one's home permits, valuable assets for the pleasure of one's reading are desirable, such as up-to-date maps, an atlas, a globe, a magnifying glass, an encyclopedia, and reference books.

Just as one would work if one had the equipment at hand, so often would one read if only one knew what books to select. But this difficulty is easily overcome by asking the librarians for assistance. There are now selected reading lists for every age and every purpose. Reading with a purpose has a decided cultural and economic value. But reading is also fun. If we are to be truly educated, we can direct our own efforts, and regardless of our particular interest or talent, reading is the broad highway. It stimulates one's imagination, broadens one's intellectual horizon, and gives one an incentive to venture far. Reading is a very adaptable kind of ac-

tivity. One can read almost anywhere and under varying circumstances. "Pocket" books and the "digest" magazines have been made to fit men's pockets and women's handbags. Someone has said, "Take care of the minutes and the years will take care of themselves." Fifteen minutes of reading a day will work wonders!

There are many men and women who have educated themselves by the use of little margins of time. In cities where there are good libraries, there is evidence that reading is a favorite hobby in spite of the radio, movies, and automobiles. Unfortunately, however, the small town and rural district may not afford the same opportunity, although country libraries and library trucks are multiplying. Sometimes "economy measures" prohibit such nonessentials as good reading matter!

Our reading can branch off into a thousand and one by-paths of interest. As only the exceptional person can retain all that he reads, form the habit of keeping a card catalogue of what you have read, with brief notes of any special interest. To build up a reading list for the future, make a list of places that you would like to visit in books, things that you would like to do, and facts that you would like to know. Scrapbooks on subjects of special interest may also widen your horizon in an amazingly short time. Some educators are urging as basic college education the reading of the world's one hundred greatest books. The high school graduate who does not go to college or any adult ambitious for wider culture can follow such a reading program.

Popular activities closely related to reading which might be called important by-products are dramatics, discussion clubs, adult education groups, and even spelling bees and crossword puzzles. In former days home-talent plays in the neighborhood were encouraged as a means of entertainment. Fortunate is the community today where families still can see their neighbors act instead of their favorite star at the movies.

The fun of gardening. Of the hobbies, there probably is none that brings larger returns in joy and is more far-reaching in its influence than gardening. It can be a great cooperative



Fun for the whole family at home
Getting ready for father (Massachusetts State College Extension Service photo)

the man who is president of the National Peony Society.

There are many pleasures and advantages in gardening. There can be lively and wholesome competition in growing petunias or sweet peas, for instance, or in raising the largest and best-flavored tomatoes. Gardening can be done with little or much money and in any section of the country if one is content to grow the plants that are adapted to soil and cli-

project among the members of the family, with the neighborhood, and with the good earth. Gardening is one of the creative arts. Flowers, like music, make a worldwide appeal. They satisfy longing for beauty. That longing finds expression and satisfaction from geraniums in tin cans on the kitchen window sills to Gardens of the Nations on the eleventh floor of Rockefeller Center, New York City; and from flower beds around a modest home to the formal gardens of the great estates. It is an art that is not limited to age or sex. Grandparent and grandchild may get equal enjoyment, and fortunate is that person who has shared the companionship of a grandparent in a garden. Seed catalogues have probably never been accorded their rightful place in literature. They make a common appeal to the little girl who lives in an arid country and pores over the pictures of lilies and pansies, and to

mate. Cactuses and orchids are equally beautiful in their native setting.

Gardening may prove to be a key that opens the door to many interests—a scientific study of soils, climatic conditions, conservations of wild life, a knowledge of insects, birds, landscape gardening design, and contacts with many interesting people. We may garden alone or with our family, and we may affiliate ourselves with local and national garden clubs. If a home garden is not available, a plot of ground is usually obtainable in either school or community gardens, except in large cities. And for city residents a hope of the near future is week-end places in the country, even allotment gardens with shelters for an occasional overnight stay. Through the art of gardening, eyesores in a neighborhood may be turned into places of beauty.

One family was disheartened because a hurricane had done much damage to its backyard garden. But the daughter happened to visit a garden in a crowded apartment-house area, and when she learned that a spot of tranquil beauty there had once been infested with broken bottles, tin cans, and weeds, she remarked: "Well, I guess I'll go home, and father and I will go to work." If only every family in the neighborhood possessed that spirit!

The charm of music. Music has been called the universal language. From the most primitive times, it has been a medium of expression for all peoples of all ages in all countries. It is the language of the heart and of the emotions. It can be soft and restful or strident and irritating; it can be degrading or inspirational; it can be depressive or triumphant.

"The tremendous diffusion of the radio within the past decade has undoubtedly revolutionized the position of music in the home. . . . The fact that music is so prominently featured in broadcasts indicates that in the opinion of broadcasting companies and advertisers (based on fan mail) music is overwhelmingly a favorite feature."¹

Music over the radio is a boon to people who listen while

¹ Reprinted from Lundberg, Komarovsky, McInerny, *Leisure*, p 262, by permission of Columbia University Press, New York

they work. It brightens hours that would otherwise be lonely. Music can make housework more pleasant. Washing dishes, making beds, tidying up the house, preparing vegetables, setting the table—all can be done to the accompaniment of music. These household duties can be done to a swing tune, a triumphant march, or a restful song. Studies in certain sections indicate that for "an average of three hours per day the adult population is within hearing distance of a playing radio."

Music has always played an important part in home life. Almost every family has one or more in its group who can play a musical instrument or sing. Whistling, humming, or singing are elemental forms of musical expression and very often are the unconscious accompaniment of some occupation—and happily so.

Music offers release from the matter-of-fact humdrum world; it allows one's fancy to roam far afield, it is a way of appreciation of the finer values in life. One mother who was a beautiful pianist called her little daughters from play by playing bars from classical selections. They would quickly run in, exclaiming, "Oh, Mother, what's that? Play some more." Each of that family of eight learned to sing or play a musical instrument except two, who were appreciative and proud of the family talent.

Family unity. The possibilities of leisure in promoting family unity are without number. From this point of view, family life becomes the common social experience of a permanent recreation group. "The family that plays together stays together."

Questions and Class Activities

1. Suggest as many ways as you can for the family to develop comradeship through leisure.
2. Make a plan for an attractive reading center in a living room or some other room of the house
3. Make a study of current magazines. Select those best suited to your own family needs. Consult the family.

4. What are your hobbies at the present time? Besides the fun of riding a hobby, what are some of its other assets to be gained?
5. Make a list of hobbies in which it might be fun for the family to share—pleasures that do not cost much if any money.
6. Arrange a class program to present individual hobbies and interests with exhibits wherever possible.
7. Prepare a report for the class on some collecting hobby. If you do not possess such a hobby yourself, find out why it has such a hold upon some friend. What does he seem to be getting out of it? What do people collect? What do they do with their collections?
8. How can gardening become an interest to promote family unity? How early should a child be encouraged to have his own little plot of ground?
9. Name some of the operations in successful homemaking that may also become delightful hobbies and bring pleasure to both friends and family.
10. Plan a "family night" for your family. Choose a convenient night when all can be at home. Plan an especially attractive dinner with the favorite dish of your mother, father, or some other member of the family, using the choicest china and silverware. Arrange for a special centerpiece. Plan an evening's entertainment of games, reading, and other pleasures in which the family may join. What might be the advantages if this should become a family custom?
11. You have a chance to entertain a group of friends. Make a plan for this party on an allowance of \$1.50. With an allowance of \$3.00 what could you do?
12. List the various interests of the members of your family. If the present arrangement of your home does not already accommodate these interests, enlist the cooperation of the family and make a plan for rearrangement which will better meet their needs, including a plan for a workshop or a substitute workshop, so that each may realize his desires as far as possible.
13. Study your own town and vicinity, and list all the possibilities for family trips for an afternoon, a whole day, and overnight. To gain the most from this experience in profit and in pleasure, what preparation should be made in advance for each trip?

14. Outline a program of family recreation in which you would enjoy participating.
15. How may the cultivation of many varied interests contribute to the enrichment of personality?
16. Review the usual leisure activities of your school and then in the spirit of "Try Giving Yourself Away" on page 539 arrange a class discussion for developing suggestions as to enriching the leisure activities of the school, and find a way of getting your ideas over through the school bulletin board and school paper.

PROBLEM 5. WHAT HAVE MEN OF DISTINCTION ACHIEVED THROUGH LEISURE?

Leisure time has been used by many noted men in the achievements of the world. Perhaps we can take an example from the way they used their leisure time to approach their achievements in some measure.

Michael Pupin. The noted inventor Michael Pupin tells in his book *From Immigrant to Inventor* the experiences of his early boyhood herding oxen on the plains of Serbia. There in the silent nights under the starry heavens he received his first lessons in the transmission of sound and light. The question that arose during those nights—What is light? What is sound?—formed the basis for many of his scientific experiments and inventions. Pupin describes his thoughts in these words:

"Sound and light being associated in my young mind of fifty years ago with divine operations by means of which man communicates with man, beast with beast, stars with stars, and man with his Creator, it is obvious that I meditated much about the nature of sound and light. I still believe these modes of communication are the fundamental operations in the physical universe and I am still meditating about their nature."¹

One summer Pupin and his wife drove through Switzerland. That is, she drove over the winding passes and he walked,

¹ Michael Pupin, *From Immigrant to Inventor* (New York Charles Scribner's Sons, 1927), p 18

making short cuts and meeting her at intervals in the road. He relates that it was during these walks alone that he thought out the solution of the La Grangian problem and its application to the motion of electricity, and he was immediately aware that he was on the verge of making a very important invention. The American Telephone and Telegraph Company later acquired the patent rights to that invention. The telephone engineers had been eagerly waiting for this particular device, known now as the Pupin coil.

Ole Edward Rolvaag. Ole Edward Rolvaag was born in a lonely fisherman's hamlet under the Arctic Circle where the inhabitants were obliged to struggle for existence. The poverty of their community had not deprived him of certain educational opportunities, as the state maintained a good library. Between the fishing season he unconsciously used his leisure to advantage. When he was ten years old he had read much of the world's classical romantic literature, all in good Norwegian translations. The story of his arrival in America is one of hardship and disillusionment. He was lost in a vast alien land and alien culture. Three years of farm life brought him no satisfaction. As an escape from the farm he entered a school in a neighboring town, a twenty-three-year-old pupil of mature mind and experience. As soon as he came in contact with books and study, it was as if a heavy curtain had been lifted.

The next seven years were spent in scholastic training. But during that time every penny for his upkeep and education was earned. For two summers he traveled as a country salesman. By Thursday of every week he found himself headed for the nearest town with a good library. He took a room in a cheap hotel and read day and night over the week end. But nothing could have stopped his education then. He knew he was on the right road at last. The sheer joy of development was satisfying the secret longings that had driven him out from the land of his forefathers. Men were doing great things over here. He also would do great things. He graduated from Saint Olaf's College with honors and became a member of the faculty. His early yearnings to become a writer began to find

expression. The book that finally brought him into fame was his novel *Giants in the Earth*. It is an epic of pioneering in the Middle West. Rolvaag has made a very definite contribution to the economic and social history of our country. Through him we see the soul of the peoples of that period and section.

Walt Whitman. If one has an impulse to do a piece of creative work, it may be necessary to change one's job or vocation in order to secure the leisure for its accomplishment. This was the case with Walt Whitman and the production of his new verse. He felt that he had a definite message for the American people through a new form of poetry. As he was a printer, journalist, and editor, he did not have sufficient leisure for these ideas to formulate. In order to provide time, he changed his occupation and worked with his father and brothers as a carpenter. By day he earned his living but his mind and spirit were free. At night he worked on his poetry. Eventually the result of this work created a revolution in the world of poetry.

Charles G. Dawes. One of the world's financial experts, Charles G. Dawes, has used his leisure not only to his own satisfaction but to the pleasure of all music lovers. On the violin he is a master among amateurs. His compositions for the violin are played and recorded by the great violinist Fritz Kreisler. Another study of his leisure which attracted worldwide attention was that of archaeology. While he was ambassador to England he spent his vacation of 1930 in Spain investigating the life and caves of Paleolithic man.

William Christian Paul. In 1930 the art lovers of the world were thrilled and inspired by a gift of "unique and supreme examples" of Chinese textiles to the Metropolitan Museum of Art, valued at \$40,000. The donor, William Christian Paul, was a clerk in an insurance office. In 1908 he made a trip around the world. During the following twenty-two years he devoted all his spare time to the study of the arts of old Chinese weavers and embroiderers. Out of his small salary he managed to save enough to buy 1,065 items, which greatly enriched even the Metropolitan's existing col-

lections. Dealers in Oriental textiles became so interested in the clerk and liked him so well that they would often give him first choice of rare specimens that came into their hands before they brought the items to the attention of their wealthy clients. His name must be linked with other famous art collectors and great benefactors of the Metropolitan Museum. The wisdom and the discretion shown in his selection and the generosity of his magnificent gift are a source of joy to lovers of the textile art and a credit to his country.

Achieving through leisure. Often it is difficult to draw the line between the ending of a leisure occupation and the beginning of work, for leisure agreeably spent often evolves into a fascinating life work. In the experiences of each of the men mentioned, meditation was the forerunner of achievement, and one must be alone to meditate. The latent power in every individual which may be expressed during his hours of leisure cannot be overestimated. All the worth-while achievements of science and art have been the outgrowth of an urge to invent, to express, or to improve upon an idea or a theory. Leisure is an essential factor in this achieving, as leisure is an "affair of mood and atmosphere" rather than an element of time.

Questions and Class Activities

1. Select some of the factors possessed in common by the men mentioned in this section which contributed to their success.
2. Sketch the life of your favorite hero, explaining what place leisure had in his achievement.
3. Select some older person whom you know well who seems to have achieved success and found enduring satisfaction in living. Find out all that you can about his use of leisure time.
4. What do you think might be gained for yourself by spending ten minutes quietly alone each day?
5. For those of you who live in crowded or noisy sections of a city, try to secure a few minutes of quiet each day. Make a plan for yourself for one week which will accommodate this time in your

daily schedule. At the end of the week write a paragraph giving your estimate of the value of time spent in this way.

6. Survey your course of study and make a chart showing which courses contribute indirectly to a worthy use of leisure.
7. Study the recreation and social program of your school, and chart the activities which contribute directly to a worthy use of leisure.
8. Which of these will likely carry over and be of use in your after-school leisure program?

UNIT 14

The Art of Everyday Living

If you hunt the world over for the beautiful, you
must carry it with you if you wish to find it.

EMERSON

PROBLEM I. HOW DO GOOD MANNERS EXPRESS ART IN EVERYDAY LIVING?

What are manners? Our manners are our accustomed ways of doing things, either good or bad. They begin in the home. A gentle manner is one interpretation of the Golden Rule, for it is based on common sense and good will and depends largely upon our ability to put ourselves in the place of someone else. Good manners help us to live together in peace and harmony. They are an expression of courtesy and kindly consideration for others.

When our country was young and our forefathers were struggling to make a living, there was little time for the cultivation of fine manners. There were even those who belittled them in men as being foppish or feminine. A clean and sturdy character was the ideal. Today we still hold to the same ideal, but in addition we need good manners.

Good manners in the home. "True refinement comes from within. Outside polish is like a coat of whitewash—it peels off. And the charm that comes from honest refinement of one's whole nature, together with the outward grace of manner which is the evidence of such refinement, gives to the individual a winning personality that endears him to all his associates.

"Nowhere do one's manners—good or bad—show so clearly as in the home. It is there that you discover the well-bred, the ill-bred, or the sham who appears well-bred only on occasion. If a young man punctiliously stands whenever his mother's guest enters the room, and then allows his mother to carry a heavy basket upstairs while he sits in the easiest chair, you may be sure that he is a whitewashed gentleman instead of a real one."¹

Although we like to make a pleasant impression upon people whom we meet, there is no such thing as "company manners," for we all reflect to the outside world our accustomed manner and behavior in the home. There is a fundamental courtesy which belongs in the home with those who love us best. Some feel that it makes little difference whether they observe in the home those courtesies which they would unfailingly give to strangers and to friends outside the home. But neither family ties nor friendship grant special privileges, and we cannot afford to neglect any courtesies due our family or a close friend who is like one of the family. To them we owe our best efforts in courtesy.

Those who from early childhood have been trained in the social graces are especially fortunate, for there is no better way to learn social ease than to be accustomed to a family atmosphere of good breeding from infancy on through childhood. Here is respected the privacy and property of others, from the youngest to the oldest. Their mail is not opened, nor are their possessions borrowed without permission. As there is more leisure for the evening meal, it is a pleasant custom if all members of the family are ready before the meal is announced. Then the men and boys step aside to allow others to enter and leave the dining room first unless some arrangement has been made to enter with partners. It is courteous at home as well as elsewhere for a man or boy to assist the woman next to him by drawing back her chair and then pushing it toward the table for her as she is seated. The same deference should be extended to children as to grown

¹ Della Thompson Lutes, *The Gracious Hostess* (Indianapolis: The Bobbs-Merrill Company, 1923)

people. Little Nancy Perkins is very proud when she meets her father on the street and he lifts his hat to her with as much grace as if he were meeting her mother or her mother's friend. She feels that she has something "to live up to."

Manners in public places. Manners in public places are merely an extension of manners in the home. It is as bad form to talk during a sermon or a concert as it is to interrupt a guest's conversation at the dinner table; it is even worse to throw trash or papers on the street than it would be to scatter rubbish over one's own well-kept lawn. Rushing and pushing for a seat on the streetcar is as rude as jostling the members of the family to get a chair at the dinner table. A lack of courtesy in dealing with salespeople or those we meet other than socially is as inexcusable as being impudent to members of one's family.

As unobtrusiveness in public is a part of good manners, it is necessary to avoid anything which attracts undue attention; therefore we avoid chewing gum loudly, loud talking, and expressions of familiarity. Immaculate appearance is desirable, but the place to perform one's make-up is in the privacy of one's home or dressing room. The use of powder puff and comb in public is a reflection upon one's breeding or an announcement of one's vanity or thoughtlessness.

Manners and etiquette. Manners are a form of gracious or kindly expression of our personalities. Etiquette is a form of convention to be used under given circumstances at given places, differing slightly with the geography of the country and the customs of that section. There are certain courteous observances with which we need to be familiar if we are to be at ease socially. These rules of etiquette which have grown up through the centuries vary from generation to generation; in fact customs may change several times in a single generation. Therefore it is not surprising to see elderly people hold fast to certain customs learned in their youth which seem strange or queer to young people today.

The original purpose of a fork was to aid in putting food on a knife to convey it to the mouth. Cup plates were provided to hold a cup after the beverage had been poured into a deep

saucer to cool before drinking. Then it was drunk from the saucer. But these customs are not observed today. We can anticipate that some of the social forms of today may in the future seem queer to our grandchildren. Because all rules of etiquette are based upon thoughtful consideration and courtesy, varying an established form may be permissible to put someone else at ease.

"'Etiquette' is the name given to the rules of society, and society is a game which all men play. If you play it well, you win. If you play it ill, you lose. The prize is a certain sort of happiness, without which no human being is ever quite satisfied."¹ There are so many excellent books on etiquette available that detailed information is omitted in this book.

Poise and behavior. Truly well-bred and well-trained persons are not noisy. They may be gay, animated, jolly, and sometimes even boisterous in their fun or actions; but they have consideration for the pleasure and happiness of others in both work and play. This is one test of a delightful personality.

Tooting a horn and "hollering" instead of ringing a doorbell are not only bad manners—though a current practice in some places—they are also a noisy nuisance in the neighborhood. Loud talking in a theater or church is a reflection on the tastes and training of those who so unkindly disturb others.

Noise is likely to reveal nervous strain and undue haste, both of which are an indication of the lack of poise. The ability to work, run, or move effectively and quietly is a test of high efficiency and grace. We admire a person who can work quietly. He conveys a sense of knowledge of his work and a feeling of poise and power.

Cultivating the art of conversation. Conversation has always been considered an accomplishment. But today we are so concerned with other things that we seem to have little time for cultivating this art.

Much of the so-called conversation is idle talk, trivial and

¹ *The Etiquette and Service of the Table*, Division of Home Economics Bulletin, Kansas State College, Manhattan, Kansas.

personal experiences clothed in meager and uninteresting words. Real conversation is far more than questions and answers. Many conversations can be likened to prisoners in stripes, confined in thought and monotonous to the hearer. Incessant talking on the part of one person is disagreeable, while a continuous silence may be offensive, as it implies either a lack of interest or inattention. To be a good conversationalist one must cultivate a variety of interests. Our sources of interest may extend to books, magazines, daily papers, and into specialized fields, such as science, invention, music, art, and probably sports.

While it is unwise to discuss a subject of which we know little, we may by our interest or by an intelligent question draw another person into the conversation. On the other hand, an intelligent and interested listener may be an inspiration and loosen the tongue of a shy person. It is bad taste to ask pointed, personal questions and to bring into general conversation such subjects as money and disease; personal affairs need not be discussed unless they are either humorous or entertaining.

There must be a quick give-and-take in conversation. It is as great an asset to be an interested listener as it is to be an interesting talker. A distinguished historian was once being entertained at dinner by a group of friends. Among them was a young woman who had a profound respect for historians. The guest was quick to sense this sympathetic attitude, although she never spoke to him after the introduction. Some of the guests attributed his brilliant conversation during the entire evening to this exceptionally interested listener.

The magnetic effect of a good voice. Probably there is no greater asset to personal charm than a cultivated voice. It has a fascinating and alluring quality. We are often more conscious of its musical intonations than the words being spoken. A pleasing voice, like music, has a restful influence, and it is a possession that all may acquire in varying degrees through persistent training. The voice can do much to aid business, professional, and social success. Our voices are an index to our characters and to our social and cultural back-

ground. Correct English, spoken in a well-modulated, sympathetic voice, is essential to success.

Questions and Class Activities

1. "Manners are a polishing off of the goodness that is within us." What do you think of this definition given by a high school pupil?
2. What is the fundamental basis for courtesy?
3. Under what circumstances might one feel free to whistle and hum?
4. Why can we not have "company manners"?
5. Tell a story or give an illustration to show how the Golden Rule may be an expression of good manners
6. What may be some of the causes of bad manners?
7. How are good manners expressed in the classroom? The corridors? The yard? The playground of your school?
8. What is the distinction between manners and etiquette? Hand in a list of questions on etiquette, either of matters which you want to know or points which you think should be discussed
9. Have you observed any differences in the etiquette of people you know who were born in other countries?
10. What are the qualities of a good conversationalist?
11. What might be some hindrances to good conversation in a group?
12. Observe someone whom you know who has a pleasing voice. Notice its qualities and the appeal which this person can make to others. What is the relation of this person's voice to his manner?
13. Ask yourself these questions and answer them honestly. Are your manners faultless? If not, wherein do you fail? Has your voice a pleasing quality? If not, how can you improve it?
14. Make a list of conventions which society expects us to observe
15. If there are members in your class who persist in disagreeable conduct towards teachers and fellow students in authority, what responsibility have you as a group to correct this situation?
16. Consult any reliable books on good manners and etiquette.

Write simple directions on one of these subjects and present them to the class as a demonstration or for discussion:

- Attitude towards a visiting athletic team
- Manners on the street and in public conveyances
- Manners at the family table
- Manners toward those in authority and older people, such as teachers and employers
- Manners for shoppers
- The etiquette of dancing
- Behavior in public places, at the movies, a concert, and church
- Manners of today and manners of one hundred years ago
- Introductions: when to rise, when to remain seated
- Invitations and replies to invitations
- Seating guests at the table
- The order of the receiving line at a "formal prom"

17. Suggest three topics of conversation which you would enjoy discussing with other boys and girls. Three topics which you would enjoy discussing with your parents at home.

PROBLEM 2. HOW MAY HOSPITALITY BE AN EXPRESSION OF ART?

Cultivation of friendship. We should have many friendly acquaintances in order to give ourselves wide opportunity for making real friendships. The outwardly pleasant and agreeable person who shows traits of character that are not desirable had better be left in the field of acquaintanceship. He may be a gay and delightful companion for dancing, playing bridge, or going to the movies, but he probably has neither the capacity for friendship nor the judgment for meriting one's confidence. We do not coldly analyze our acquaintances to see which might make good friends, but many times a fine friendship develops from a congenial association.

The secret of having friends is in possessing a friendly spirit, which can be cultivated, and in forgetting our own selves by being genuinely interested in others. By courteous consideration of other people, we can show an impersonal friendly attitude toward everyone we meet. There is a circle of acquaint-

ances whom we have met and know slightly for whom we have a fine feeling of loyalty and sympathetic understanding. Discovering people and making friends is one of the great joys of life. Certain people appeal to us more than others. To some we are drawn instantly by an attraction which we do not understand. But friendships usually are built on some common basis of interests and tastes.

The thought of a friend who is high-minded and clean-hearted and who by strength of character could not live on any level but the highest will make it easier to do right when we are tempted to do wrong. We may want to choose the best in friendship, but we must be sure that we are worthy to receive the best that our friend has to give. In accepting the privilege of friendship, we must also accept its responsibility, even though it may mean sacrifice for the sake of our friend.

The richness of our lives might be measured by the number of our friends. Fine friends see the best in us and by that very fact call forth the best from us. They develop within us a high sense of honor and a spirit of fair play. A worth-while friendship keeps us at our best and helps us to be true to our highest standards of conduct.

Any friendship which keeps us from being our best selves might better be discontinued. However, we cannot lay our friends aside as we would an out-of-date garment, it is therefore very important that we choose the right friends, particularly as the effects of a friendship persist through life. Their influence is as ever widening as the circles made by a stone thrown into a pool.

We live and grow in our ever changing friendships. Each of those who win our confidence brings gifts that become part of our lives. Each friend has his special gift. We also have our dominant quality which we take into the lives of others. No one is destitute of gifts. Also none of us is entirely sufficient. We must have interpreters of life. It is a human need. We see new beauties, find new meanings, and discover duties through the eyes of friends who give of their gifts and partake of ours. Each friend brings us what we could never have by ourselves. Understanding of people, sympathy with suffering,



"For twilight, music's sweet refrain." (Estey Organ Corp. photo)

courage, justice, loyalty, and self-knowledge are some of the things we gain through contact with those who have achieved a richness of soul.

Expressing friendship by hospitality. There is no finer tribute which a friend can pay us than to invite us to his home. It is as great an honor to be invited to a home which is simple to the point of bareness as to be invited to a home of wealth; both are sharing with us their best. True hospitality depends not upon fine furnishings but upon a fine spirit. This is the outgrowth of kindness of heart. All peoples of all lands have their distinctive ways of offering hospitality, depending upon the customs of the country.

A gracious host or hostess entertains simply, within his means and without pretentiousness. There should be no attempt to entertain more lavishly than one can afford. We offer the best that we have. A simple meal well prepared and attractively served is an expression of art which can give pleasure to all who partake. To sit at the home table of a friend and to break bread there with the family group is a high privilege. One cannot pay a friend a higher compliment than to extend an invitation to share a family meal, for much of the social life of the home is centered about the family table, particularly that meal, usually in the evening, when the happy experiences of the day can be enjoyed together, and the family can linger for conversation. Thus food is not only a way to health, but it may become a means of expressing friendship and of extending hospitality.

Having a guest-evening each week. One of the delightful privileges in any family is that of being allowed on the spur of the moment to invite a friend to dine. Many interesting guests are thus brought unexpectedly into the family circle. To know that there may be a simple but delicious meal, well prepared and served, is a source of pride to all members of the family. If this is not possible, then it is a pleasant custom to have one evening each week when the various members of the family may have in turn the privilege of inviting guests for dinner. Children should be included in the occasion, or if too young, they should be allowed at least to greet the guests.

There is no experience in the home more interesting to the child than participation in extending hospitality. He sees his father and mother in a new light and is often thrilled with pride. Children need to meet older people and guests in the home. It is a natural way for them to secure valuable experience.

It may be even more important for the hostess to consider the combination of her guests than the combination of foods for her menu. People with similar tastes and interests generally make a congenial party.

Thoughtfulness in entertaining. When we invite guests for more than one day, the invitation should tell them the time to come and how long they may stay. Then there is no uneasiness on the part of either the guest or the hostess. It is also well to suggest the form of entertainment so that they may be prepared with appropriate clothes. It is embarrassing to have only sport clothes when there may be need of an afternoon or evening dress. The hostess will mention the breakfast hour so that there is no misunderstanding in regard to the time of rising and using the bathroom without causing inconvenience to the members of the family.

If it is possible, we either meet our guest at the train or welcome him at the door upon his arrival. There must be a cordial ring of gladness in our voice, for by it we establish an atmosphere of friendly welcome. There are hostesses who like to remember the tastes of their guests in both foods and entertainment. It is delightful to be served one's favorite dish. The manner of entertainment may depend upon one's guest or group of guests. There are those who feel that they are not having a good time unless every minute is filled with activity of some kind, while others prefer time to read and visit.

As hosts or hostesses we should never make apologies for anything. If the unexpected and unavoidable turns up in spite of the best-laid plans, we will, if possible, see its humorous side. When a host can put himself in the place of another, he will know how to put his guest at ease and to see that the shy guest also has the pleasure of making his contribution.



Fruits offer an opportunity for beautiful arrangements in form, color, and texture. (Girl Scouts, Inc. photo)

that she will be free to have

If there is no separate guest room and if the guest is to stay for the week end, then we gladly share our own room. This will mean providing the closet with extra coat hangers and clearing a drawer in bureau or dressing table for toilet articles and small accessories, laying a fresh paper in the bottom of the drawer. Flowers express welcome—even a single flower in an inexpensive vase. It is thoughtful to provide paper, ink,

Poise and sincerity are among the most desirable assets a hostess can possess. The host is equally responsible in doing his part to supplement the efforts of the hostess. A guest very quickly realizes the atmosphere of a home. Harmony cannot exist where there is show of temper and back-biting. A sense of humor may save an otherwise awkward situation. If father's old jokes cannot be listened to with real zest, one can at least recognize that father is adding his bit to the entertainment and be tactful enough to conceal boredom. It is indeed a fine art to entertain in such a manner that guests leave with reluctance.

Preparation for our guest. A large part of the enjoyment in having company is in the happy preparation for guests and the keen anticipation of their coming. A hostess will make as many preparations in advance as possible, so

a good time with her guest.

pen, and postage for the use of our guest. In the bathroom we have a separate rack for fresh towels and wash-cloth and a place for glass and toilet articles.

The comforts of a guest room will vary with circumstances, but a comfortable bed with clean linen and ample covers, light and warm, is desirable. An extra blanket should be placed in the closet. On a small table near the bed place a reading lamp, a book or two, and a current magazine.

The fine art of being a guest. As it is an honor to be a guest, we owe the hostess our most gracious manner and a pleasing attire. We arrive at the expected time, whether it is for a week-end visit or a meal; an early or late arrival may be equally upsetting to our hostess's plans. A gift, such as flowers from our garden or something of our own making, is one way of showing appreciation of the invitation.

A guest who is always welcome is one who adapts herself readily to the accustomed ways of the family. She takes an interest in all the members from the grandparent to the baby. If the hostess does her own work, the guest will certainly take care of her own room and offer assistance with the daily routine. If the hostess would rather do her work alone, then the guest is free to entertain herself. A guest conforms with the rising and retiring hours of the family as well as being prompt at meals, including breakfast. She is eager to do whatever is suggested for her entertainment and under no circumstances



For every day some bookly gain and companionship. (Text Film Corporation photo)

keeps her host and hostess waiting if they are going out. She also remembers that her hostess may like some time to herself.

It is never good taste to criticize any member of the family or anything in the home of our hostess. No matter what her mode of living may be, as long as we are under her roof we are bound by courtesy and hospitality to accept her methods in the most agreeable manner. To overstay the appointed time of a visit even though urged to do so may prove to be an anticlimax.

Packing should be managed in such a way that there will not be a flurry upon departure, and the guest room should be kept in good order. We do not leave any possessions behind. Such forgetfulness means that our hostess will be inconvenienced in packing and mailing the article.

By all the rules of hospitality a bread-and-butter letter should be written within a day or two, and certainly not later than a week, after departure. Even for a day's or a night's visit, this is courteous. A bread-and-butter letter is not omitted even though the invitation for a week-end visit is given verbally. A note of appreciation is also sent to the mother of our friend.

The offer and the acceptance of hospitality are among the most treasured experiences of friendship, and as such it is an expression of art.

Questions and Class Activities

1. From your observation or reading, give an illustration which shows the test of friendship.
2. In the Old Testament read the story of the famous friendship of David and Jonathan (I Sam. 17-20). What were some of the evidences of the power of this friendship?
3. Read the Book of Ruth in the Old Testament to find the story of the friendship of Ruth and Naomi. Copy in your notebook Ruth's pledge to Naomi.
4. Other classic friendships are those of Aeneas and Achates in Virgil's *Aeneid*; Damon and Pythias in Greek mythology; Alfred Tennyson and Arthur Hallam, immortalized in Tennyson's poem "In Memoriam." In the history of our country and in the life

of our own community today are many fine but unrecorded friendships. From your parents or other sources secure the story of a fine friendship and report this to the class.

5. Bring to class a quotation on friendship which you like.
6. Why are cliques undesirable?
7. What are some interests which might prove to be a common basis for friendship?
8. When we are thrown with people who are inclined to be lax, why is it difficult for us to maintain our own standards of conduct?
9. What are the opportunities for forming friendships through your school organizations?
10. After a school dance on Friday night Elsie Morrison and John Conrad are going home together with another couple in John's father's car. Elsie proposes that they drive to the neighboring town for supper. John likes a good time but he is spending every Saturday in an engineer's office doing a piece of work which requires accuracy and precision. He is so eager to make good in this job that he means to be very fit every Saturday morning. Because of this John feels that he should go directly home. Why is Elsie not a real friend when she insists upon the supper party?
11. Why is the home a particularly desirable place for the cultivation of friendship?
12. If you know anyone who has lived in another country, ask him to tell of different ways in which hospitality is expressed in that country. Tell the class of your findings.
13. How can a hostess be assured of having a group of congenial guests?
14. If your hostess has not indicated the form of entertainment, how would you prepare yourself for a visit in a city home over a week end?
15. Janet Dixon will be a senior in high school next fall. Her older brother John is a freshman in college. Her younger brother Robert is twelve years old. The family lives in a small town in a comfortable house. Mr. Dixon has a fine vegetable garden, and Mrs. Dixon takes much pride in her flowers. Janet invites her friend Mary Brown, who lives in the city, to spend the first week of July with them. This is Mary's first visit in Janet's home. How

should Janet prepare the guest room for her friend? What other preparations can Janet make in advance?

16. Janet wishes to make this a festive week, including the whole family for at least one occasion. What plans might the week's entertainment include?

17. Knowing Janet's plans for entertainment, what clothes should Mary take?

18. What additional responsibilities might Janet expect her mother to have during this visit?

19. Mrs. Dixon is to have a guest the following week. What responsibilities for her mother might Janet assume during this week?

20. What are some of the things which Janet might tell Mary about the family routine which will help Mary to feel at home? Since the Dixons do all of their own work, what might Mary do to help?

21. What simple and appropriate gifts might Mary take to Janet and Mrs. Dixon? What are some of the other ways in which Mary may express her appreciation to her hostess? Write a letter for Mary to send to Janet and one for her to send to Mrs. Dixon.

22. What gifts might Janet and her mother send to Mary and Mrs. Brown?

PROBLEM 3. HOW MAY EVERYDAY LIVING BECOME AN ART?

The art of past ages. Our museums are filled with objects that were at the time of their creation made to fulfill a definite need. Greek sculpture, which has become a synonym for beauty in line and form, was an intensely practical thing at the time of its creation. It was an attempt by the Greeks to bribe and flatter a god into bestowing his divine favor upon an individual or a city by pledging a statue in his honor. To this idea of securing benefits were added religious awe, pride of plan, and good craftsmanship. As these ideals were aided by the competition of fellow workers, the marble monument

took on a quality much greater than the individual man who carved some part of it. These monuments were the outgrowth of the definite needs of the people. The sculptors were their spokesmen.

Great poetry has lived not only because of its beauty but because it has expressed the sentiment and the ideals of a great many people. Shakespeare was the great spokesman for his day. Beethoven lives grandly today because he expressed the longings and aspirations of human souls through music. The splendid cathedrals of the Middle Ages were built by the people through the church. The architects were the spokesmen. They built magnificently with stone and wood and glass. The prayer rugs of the Mohammedans were made to fill a definite need in their worship of Allah. Only the best of their knowledge and ability was good enough for their weaving. And so we could trace the beauty of every object from cooking utensils to altar vessels back to the source of some definite need.

The expressions of art in our modern life. That the machine age need not be ugly is plain from the newer beauty in the cheapest products of everyday use which come by millions from the automatic machine.

The grand products of this age—the skyscraper, the modern church, the educational center, the automobile, the airplane, and the floating ocean liners—are astonishing in their beauty. There is nothing like them in the art storehouses of the past and some of them will doubtless stand the permanent tests of aesthetic beauty.

The appeal in art of common experiences. We admire such paintings as "The Angelus," in which the simple peasant folk pause in their labor to pray. We linger with such pictures as "The Gleaners," in which the workers pick the straws of grain that have been left by the harvesters. These pictures by Millet are termed works of art not only because they are beautiful in composition and color and masterful in their drawing and delineation of character, but because they express common experiences of life—work and worship.

Although John Howard Payne did not have a home, all

homes have been immortalized through his song, "Home Sweet Home." One's home may be furnished richly or simply to the point of bareness, and yet to those who share experiences there it may be beautiful. As homes are of universal interest, so are the beauties of nature. There are few things in nature more beautiful than a rainy, autumn day. The dark asphalt streets may be canopied with graceful boughs of magnificent trees and carpeted with brilliant multicolored leaves. They are like brocade upon the dark, wet, shiny surface. When we are looking at a puddle of water in the road, we can see whatever we are looking for, either mud or the reflected beauty of trees and sky.

We are experiencing art when we see and enjoy beauty in our surroundings. Almost everyone sees and enjoys the splendor of the sunset and the sunrise. But it takes a keener sense of perception to feel the eerie beauty of the night; or to glimpse the beauty of patterned shadows cast by the early morning sun as one rushes to school, or to sense the subtle beauty of golden sunlight breaking through the filmy grayness of the fog. In every environment there are elements of beauty to discover and to develop. We have within ourselves the power to create beauty in our relationships with others. It may be a cheery good morning or an unexpected deed of thoughtfulness that leaves a singing in the mind and in the heart of some member of the family. Expressions of good will radiate happiness and bring beauty into the lives of others. The beauty expressed in our living together intimately, loyally, and graciously is one of the highest achievements in life, the influence of which flows out into eternity.

The transforming power of art. Everyone has in him some power of transforming the ordinary surroundings and happenings of home and family into a richer and more significant experience. Such creative living in family relationships may be a beautiful art product, as it calls for the same qualities of creativeness that we associate with the work of the painter or sculptor; the product, a wholesome family life, like the fine art product, gives pleasure to all who share in this experience. Art then becomes a fabric whose warp is our plans and purposes,



The mastery of a horn is a challenge to one's ability and patience.
(John Vondell photo)

and whose woof is the daily experiences and achievements wrought in terms of our purposes.

The art and adventure of purposeful living. Intelligent choices and planning create material art products that are beautiful—a garment, a symphony, a cathedral. Lack of art judgment gives ugly streets and houses, noise and clamor. In the same way wise choices and planning create wholesome family life. Someone is responsible for the good result and someone for the bad result. The personal everyday experiences of the average person can create living pictures for themselves and others by their efforts to maintain fine ideals in home, school, and community. What higher art product can there be? We get from an experience what we put into it. There is an old Portuguese saying that "if you would sail the Indies for gold, you must take gold with you." He who would create a delightful, happy home experience must contribute happiness and delight to his home. A good home is the result of good choices made one after another through the years.

Bad choices make bad homes. But always today a new choice can be made and yesterday's failure overcome. "Each new day is an hitherto unvisited country, which we enter . . . and every New Year we begin a tour of exploration into a twelve-month where no man's foot has ever walked before. If we all love tales of pioneers, it is because from the time we are weaned to the time we die, life is pioneering.

"In personal character, our habits are basic, but our ideals in which . . . we must believe are pioneers that push out into new territory and call our habits after them to conquer the promised land. . . . Says a modern newspaper man: 'There are plenty of people to do the possible; you can hire them at \$40 a month. The prizes are for those who perform the impossible. If a thing can be done, experience and skill can do it; if a thing cannot be done, only faith can do it.' Great in human life is this adventurous element, and therefore great in human life is the necessity of faith."¹

Questions and Class Activities

1. Bring to class at least one picture which you like with a written paragraph explaining why you like this picture.
2. What was the original purpose of Greek sculpture?
3. Why have great poetry, great music, and great architecture lived through the ages?
4. What are some of the contemporary arts of modern life, and how did they come into being?
5. What art experience have you had which you remember with pleasure?
6. List the daily routines in homemaking in two parallel columns. In one column put those which seem to you important for the happiness of the family. In the other column list those routines which seem to you less important. Offer a plan of work which will keep important routines in first place
7. Look at the daily tasks with which you are familiar and explain how both utility and beauty may be combined in three of these.

¹ Harry Emerson Fosdick, *The Meaning of Faith* (New York: The Association Press), pp. 13-15. Reprinted by permission of the author.

8. An uncle is making a gift of a growing library to a young married couple. He is allowing them to select any ten books they wish each year for five years. What would you recommend as a choice for the first year, and for each succeeding four years?
9. Of the books you have read the past year, which would you like to own in your personal library?
10. Make a study of current magazines. Consult your family and select those best suited to your own family needs.
11. Outline the plans for "everyday living" in the home you may establish in the future so that the relationships of family members will be pleasant and helpful to each other and to the community in which they live.

READINGS
IN
*The Family and
Its Relationships*



Readings for Unit 1

YOUR LIFE IN THE MAKING¹

JOY ELMER MORGAN

Your self. "I have myself and that's enough for anybody," said a little Negro girl who was being questioned about what she had for Christmas. A great truth! What we are measures our worth to ourselves and to others. Not money, or fame, or power; but sincerity, joy in life, intelligence, friendliness, resourcefulness, strength of purpose, gracious manners, beauty of spirit, generosity, dependability, helpfulness, and nobility of conduct—these are the real measures of what one is. These qualities can be cultivated. They point the way toward the good life, open to all who appreciate the worth of themselves and who will keep their minds on the things that count most. One who makes up his mind to take charge of his own life and works daily at personal improvement has found the secret of making his life worth while. Determine to be at your best.

Begin where you are. The test of your intelligence is your ability to take hold of your own life just as it is. Know yourself. Make an estimate of your situation. Consider the circumstances of your birth, your childhood, your home life, your wealth or lack of wealth, the influence of the neighborhood in which you live, your friends, your skills, your limitations, and your points of strength. You will find shortcomings which you can correct, handicaps which you must accept and make the best of. But begin. Act. Do something. Things

¹ From a Personal Growth Leaflet of the National Education Association, Washington, D C

that seem difficult at first will become easy. Rise above your failures. Excellence cannot be reached by merely looking for defects. The real building of a life or a machine or a social system is the result of positive thinking and constructive action. It cannot be built by the wrecking crew. It requires energy, good will, initiative, planning.

Make a plan. A planless life is like a ship without a compass. It gets nowhere because it lacks direction. Consider what you desire to be and to accomplish. Give sustained attention to the great decisions—religion, occupation, marriage, the choice of a home, avocation. Learn from your weaknesses and mistakes. Study the lives of others. Note what helped them most, what hindered them. Look up Benjamin Franklin's method of self-improvement in his *Autobiography*. Look at your life as a whole. Think of your expected seventy years in ten-year periods. Note what should be the character and achievement of the period between birth and ten years of age; between ten and twenty; between twenty and thirty; between thirty and forty; and so on. Include provisions for each phase of your life. Revise your plan as conditions change. Careful and constant planning is the way to freedom.

HEREDITY AND HUMAN PROGRESS¹

ALICE V. KELIHER

The human body grows, develops, and repairs itself by the division of its cells. There are remarkable chemical architects in the nucleus of each cell that guide our growth along a pattern of our own.

These remarkable chemical architects, infinitesimally tiny, are the chromosomes, present in the nucleus of every cell of the human body, active material in producing new cells, responsible for the basic plan by which the cells multiply to make the body grow . . .

¹ From *Life and Growth* (New York D Appleton-Century Company, 1938), pp 92, 93, 95-99

Scientists are studying vigorously to find out how the chromosomes work. As this book is being written, new theories are being advanced and discussed. Much has yet to be proved, but today the following theory is accepted by many.

When the cell divides to make new cells, the chromosomes split neatly so that each of the two new cells has a complete set of chromosomes made of the split halves of those from the old cell. So each new cell is like the old one, and each person keeps his identity throughout life. This process is orderly, precise, and as long as life goes on, it continues.

Not only do the chromosomes behave in such an orderly way, but in each of the millions of cells in the human body there are always exactly the same number—forty-eight. When a cell divides, the forty-eight chromosomes split, and the two new cells each have forty-eight made of halves of the original chromosomes. One exception exists, and this exception is the most important fact for heredity. This exception is in the cells which share in producing new life.

One special set of cells exists in each human being. They are the only ones that differ in the way they divide. These are the sex cells—germ cells. In the man they are called sperm cells or spermatozoa. Billions of sperm cells are produced during the course of a man's life. In the woman the sex cells are called eggs or ova. Many thousands of potential egg cells exist in the woman's ovaries. Other millions of cells, such as bone cells, blood cells, skin cells, make new bone and blood and skin by division of each single cell, each by itself. Each splits its forty-eight chromosomes to make two new sets of forty-eight. But among human beings a new life cannot be produced just by the splitting off of one cell itself or by a group of cells from one person alone. New human life comes only from the union of the germ cells of male and female—the union of a sperm with an ovum. These two cells join together into one new cell. The sperm fertilizes the ovum.

Now this is why the one exception to the rule of forty-eight chromosomes is so important. Two cells, the sperm and the ovum, join together, each with its chromosomes. When they join, their chromosomes go into the new nucleus of the new

cell. If each cell brought forty-eight chromosomes to the new fertilized cell, things would go wrong—each cell made jointly by the sperm and the ovum would have ninety-six chromosomes, and theoretically, some sort of a monstrosity would result. This doesn't happen. A remarkable action of the chromosomes prevents it. Each sperm and each ovum is made by divisions of germ cells. In each germ cell the forty-eight chromosomes are in twenty-four pairs. When the sperm or ovum cells are formed, the cells from which they are made divide not with a split *half of each chromosome* but with *half the number*, one from each pair. The sperm has twenty-four; the ovum has twenty-four. So when the sperm and the ovum come together to form a new cell, when their combined chromosomes form a new nucleus, there are again forty-eight chromosomes, one each from the original twenty-four pairs, and all is well! . . .

The chromosomes . . . have “differentiated regions” responsible for different parts of growth. Those parts of the chromosomes are called genes. The way the gene parts of the chromosome act probably determines growth. Here again the scientists are not certain. . . .

Scientists think that the father's member and the mother's member of any one pair are responsible for the same part of growth, be it height, bone, eye color, blood, or any part. Again there is one exception. The pairs of chromosomes are alike except for the one pair that determines whether the child is to be a boy or a girl. The sex-determining chromosome from the mother is always the same. The male, though, has two kinds of chromosomes. One is like the mother's, the other different. Call the mother's X. Then the father has two, X and Y. The combination of two X's produces a female. One X with a Y produces a male. It is pure chance what kind of sperm cell happens to join with the ovum, and this chance determines whether the child will be a girl or a boy. . . .

Sometimes a child seems to have inherited things that did not belong either to his father or to his mother. Perhaps both father and mother have brown eyes, and the child has blue

eyes. Or the father and mother may have brown hair, and the child is blonde. This is because any person carries with him a number of different possibilities. A brown-eyed man may have had a blue-eyed mother, and though, when he developed, the chromosome from his brown-eyed father was "dominant"—and the blue-eyed gene from his mother took second place, or was "recessive"—he still has the blue-eyed gene which he carries with him in some of his germ cells. And all the chromosomes that went into the fertilized egg from which he grew are still there. Those chromosomes go on in his germ cells, and so he may pass this on to his children. Traits may skip a generation and then show up in the next generation. So it is possible that he may pass on the recessive gene for blue eyes to his children even though he himself has brown eyes.

So, though a child may have some traits definitely like his father, the rest of him may be like his mother or his grandmother or his great uncle; or, since there are so many chances for difference, he, as a person, may not be particularly like anybody in the family. Brothers and sisters are often as different as strangers. It is easy to see why this is so. In each human female there are many thousands of germ cells. Of these, some three hundred mature, and of these three hundred, only a few may be fertilized and develop into human beings. In the human male there are several hundred billions of spermatozoa. Any one of these billions might unite with any one of the thousands of eggs, each with its own unique set of chromosomes. So the chance for any particular combination to be repeated is about one in five millions of billions! No wonder each human being is different from all others! Only when the fertilized cell splits and identical twins develop can people be exactly alike—then they are like each other and not like either parent. No person can ever be sure that he has inherited any particular thing from either of his parents. He can only be sure that in some ways he is like them, or like his grandparents, or his great-grandparents, or his great-great-grandparents. The possible combinations are almost limitless.

THE ANCESTRAL ESTATE¹

W. MACNEILE DIXON

This pin point of matter, . . . contains within itself the power of becoming a human being, with all its organs complete, brain, heart, and lungs. It contains within itself the power to develop the eye, the ear, the will, the emotions, the thoughts that make a man. It contains within itself the power of reproducing its kind, of recalling the features, the smile, the complexion, the trick of speech, the grace of carriage that characterizes the parent stock. This speck of matter contains within itself these noteworthy powers.

BUILDING A PERSONALITY²

HARRY EMERSON FOSDICK

The most stimulating successes in history have come from persons who, facing some kind of limitations and handicaps, took them as part of life's game and played splendidly in spite of them. Once when Ole Bull, the great violinist, was giving a concert in Paris, his A-string snapped and he transposed the composition and finished it on three strings. That is life—to have your A string snap and finish on three strings.

As soon as a man begins to accept this positive technique for handling his handicaps, they present themselves to him as opportunities—always challenging, sometimes fascinating. Rebellion against your handicaps gets you nowhere. Self-pity gets you nowhere. One must have the adventurous daring to accept oneself as a bundle of possibilities and undertake the most interesting game in the world—making the most of one's best.

A friend of mine landed in Boston a half century and more

¹ From *The Human Situation* (New York Longmans, Green and Company, 1937), p 143

² From *Physical Culture*, as condensed in the Reader's Digest Reprinted by permission of the author

ago. His old Scotch father had told him that he was of less than average ability. He began his life in America as a foundry-man and he roomed over a saloon. Such was his existence to start with. What he made of it, however, was a great life, for George A. Gordon turned out to be one of the best scholars Harvard ever graduated; for over forty years, in the Old South Church in Boston, his pastorate was one of the most notable for intellectual quality and spiritual influence in the annals of American churches. His existence was what he found; his life was what he created. Often the best friend a man has is not comfort, but the challenge of antagonistic environment to awaken his slumbering soul.

At least three factors enter into the achievement of this sort of personality:

First, imagination. Great living starts with a picture, held in some person's imagination, of what he would like some day to do or be. Florence Nightingale dreamed of being a nurse, Edison pictured himself an inventor; all such characters escaped the mere shove of circumstance by imagining a future so vividly that they headed for it.

Look at John Keats: orphaned in early boyhood, pressed by poverty, lacerated by the cruelty of his literary critics, disappointed in love, stricken by tuberculosis, and finally shoved off the scene by death at 26. But with all his ill fortune, Keats's life was not driven by circumstance. From that day when, a youth, he picked up a copy of Spenser's *Faerie Queene* and knew beyond doubt that he too was born to be a poet, Keats's life was drawn by a masterful purpose which gave him a lasting place among the world's renowned. "I think," he said once, "that I shall be among the English poets after my death." He got that picture in his imagination, and to him it was like the heart of Robert the Bruce to the fighting Scots.

Hold a picture of yourself long and steadily enough in your mind's eye, and you will be drawn toward it. Picture yourself vividly as defeated, and that alone will make victory impossible. Picture yourself vividly as winning, and that alone will contribute immeasurably to success. Do not picture yourself as anything and you will drift like a derelict.

Second, a common sense. There is no use in a round peg's imagining itself fitted in a square hole. As a matter of fact, many people flounder around pitifully before they discover the true direction of their lives. Whistler, the artist, started out to be a general and was dropped from West Point because he could not pass in chemistry. "If silicon had been a gas," he said, "I should have been a major general." Sir Walter Scott wanted to be a poet and turned to novel writing only when Byron outshone him in his chosen field. Phillips Brooks failed as a teacher before he turned to preaching. Study yourself and use your head in picturing your goal. But whether with wisdom or without, pick a goal; don't drift.

Third, courage. Real personalities always have the kind of faith that produces courage. When his generation was against him, Richard Wagner had faith in his music, and it overcame the world. After centuries had borne unimpeachable testimony to the devastating virulence of yellow fever, a little group of American medical men in Cuba had faith that it could be conquered, and it was.

Imagination, common sense, and courage—even a moderate exercise of these will produce remarkable results. If a man is primarily after wealth, the world can whip him; if he is primarily after pleasure, the world can beat him; but if a man is primarily growing a personality, then he can capitalize anything that life does to him.

OVERCOMING SELF-CONSCIOUSNESS¹

JOHN J. B. MORGAN

A girl who for years had been very well poised, who had conducted herself with ease in a great variety of social situations, complained that when she was in the company of a particular man she was very self-conscious. She complained that her thoughts fled, her speech was tremulous and disjointed, and

¹ From *Keeping a Sound Mind* (New York The Macmillan Company, 1934), pp 399-400

that she made a very awkward demonstration, to state it mildly. A little questioning showed that this situation did not result from any particular behavior on the part of the man. She confessed that he was the first man that she had particularly cared for, and that she had been very desirous of making a good impression. She concluded her story: "I think it is so strange that I can be poised, can converse easily, and make a good impression on those about whom I care little; but when I get with a person I would like to impress I make such a fool of myself."

Is it so strange? When she was with people for whom she cared little, as she expressed it, she was not concerned with the impression she was making on them, but was interested in them. When she went with this one man she thought only of one thing: "How am I impressing him?" This was a form of thinking about herself.

When she was told this she said: "All right. I'll admit that my self-consciousness is a way of thinking about myself; but how can I keep from thinking about myself?"

You cannot refrain from thinking about yourself by saying, "I won't think about myself. I won't think about myself." That is merely another way of continuing to think about yourself. Get something more interesting than yourself to think about. "If you admire this man as much as you say you do," she was told, "he should be a more interesting subject of thought than you are. Think about him. Whenever you find yourself getting self-conscious, make yourself think about his interests, his work, his manner of doing things, and the like."

This girl reported in a short time that she had solved her trouble in this manner. At first it was not so easy, but soon she learned to turn her attention from herself to him, and as soon as she did, her poise returned. In addition, it had another result. The young man appreciated her interest in him, blossomed out under it, and they became fast friends.

Readings for Unit 2

VANISHING FOLKWAYS¹

DOROTHY CANFIELD FISHER

The old-time homes of a century and more ago were different from twentieth-century homes, not so much because there were so many more brothers and sisters in them, as because there were so many more adults in each family, and so many more children than just those born to the father and mother who were titular head of the house.

Who were the numerous adults in the old-time family? First of all there was always at least one and generally several adults of the generation of the grandparents. They were accepted, self-respecting, established, and useful members of a normal family in numbers that would take away the breath of moderns. Two grandparents, a couple of spinster or widowed great aunts, and a great uncle, as part of a family circle, occasioned not the slightest comment. . . . With their minds turning back to their early days, they were a storehouse of old-time narrative and description, a living spring of that consciousness of the past as real, which we call the historical sense. This sense is not mere intellectual ornament to human minds, it is an essential part of the process of forming any sound judgment on human affairs. Children must acquire it as part of their education. And modern children are, as far as their home life goes, almost wholly cut off from this earlier source of contact

¹ From "Family Problems—New and Old," the *Harvard Teachers Record* (now the *Harvard Educational Review*), April, 1935 Reprinted by permission of the author

with the past. Hardly a modern child finds permanently resident in his home a single old person, let alone three or four, talking together of old times. Grandparents do come to visit—but during those brief visits the old people are not members of the home life, but are callers. They do not know their grandchildren; their grandchildren do not know them. Above all, they have no common enterprise at which to work together.

CHRISTMAS DINNER, SEVENTEENTH-CENTURY STYLE¹

MIRIAM BIRDSEYE

In the American colonies 250 years ago almost every step in the preparation and processing of food, from the raw material to the table, was performed in the home, much of it by the housewife or under her direction. This meant that she had firsthand knowledge of the ingredients and the quality of practically every product the family ate. . . .

Let us attend a not-too-elaborate Christmas dinner on a Maryland tidewater plantation about 1680. The menu includes oysters on the half shell, turtle soup, ham, venison, turkey and ducks, potatoes, sweet potatoes, and other vegetables, jellies, conserves, and pickles, pumpion [pumpkin], mincemeat, and apple pies, custards, syllabubs, and other desserts, coffee, and sweetmeats. Good cheer is provided by cider and "diwers wines and spirits."

Such a feast was literally the climax of a year's planning, planting, and preserving, with several days given up to intensive preparations at the last.

The oysters, of course, could be had for the gathering. The terrapin was caught locally and simmered in the pot hanging from the lug pole of green wood that spanned the huge fireplace, or from its successor, the iron crane. The hams, cut from choice home-raised porkers, were sugar-cured, hickory-

¹ From "What the Modern Homemaker Needs to Know," *Food and Life*, Yearbook of Agriculture, 1939 (Washington, D. C. U. S. Dept. of Agriculture), pp. 372, 373-374

smoked, and aged for months before they were ready to boil in home-pressed cider. The meats and game were roasted on spits in tin reflector "ovens" before the fire, with constant turning and basting, and the fire itself must be constantly replenished and burned to glowing coals. The herbs used for seasoning, cut last summer at their prime, were hung from the rafters to dry, and carefully stored. The vegetables were planted, gathered, and stored, and wild and cultivated fruits were garnered in their season and made into sparkling jellies, plain or brandied preserves, or candied sweetmeats. Relays of hot, flaky biscuits will supplement wheaten loaves baked in the chimney oven, first heated with its special fire of twigs and small wood, and then brushed clean. The veritable fleet of "pyes" sweetened with honey or molasses has been made well ahead and set away in the north pantry. But before either the bread or pastry could be made, the grain had to be taken to the mill and ground into flour, the lard tried out with sprigs of rosemary and stored in wooden tubs, the cooking butter churned and packed down with salt or brine in big stone crocks. Of course, fresh churning have been made for table use on the festive day.

Wines of dandelion, blackberry, elderberry, plums, and grapes were made in season and stored in cool cobwebbed cellars months or even years ago, but the cider has been prepared just far enough ahead to give it a bead and a tang. The choicer wines, brandies, and rum were imported, of course, from the Old World or from the West Indies. From the West Indies, too, come gleaming ten-pound cones of pure white sugar, kept under lock and key in a metal-lined casket. It has been the sweet duty of one of the young ladies to cut with a pair of dainty sugar clippers from such a cone a store of beautifully proportioned sugar cubes, sufficient to serve with that delicious new-fangled drink, the after-dinner coffee—imported green, and freshly roasted and ground at home.

Now at last the table, with its gleaming damask and "best chany" imported from France or England, is ready. The mistress and her daughters, having planned or supervised the preparations from first to last, withdraw to rest and make their

festive toilettes, against the coming of kinfolk and guests. For though a holiday dinner requires all this work, it is an event in the lives of servants as well as masters, and the more guests the merrier.

When the meal is over, comes the aftermath of clearing up. The soft soap made last spring from the winter's discarded fat combined with lye leached from hardwood ashes in a wooden trough may be hard on the hands, and the dishwater has to be carried from the creek or the well and slowly heated in huge kettles, but what of that? Who stops to think that the firewood was cut last winter in the wood lot, dragged home on a sledge, and chopped to the proper size; or that if the fire goes out, it must be rekindled with flint, steel, and tinder, or with embers borrowed from some other hearth? If the wind scatters ashes over the floor, they can be swept up with the birch broom or the turkey-wing fan. Many hands make light work, and in a new country there are few occasions to compete in interest with a big family gathering.



Reading for Unit 3

UP-TO-DATE CONVENiences A CENTURY AGO¹

HARRIET CONNOR BROWN

On April 9, 1926, the *Evening Democrat* of Fort Madison, Iowa, contained the following announcement.

Mrs. Brown's Birthday

An unusual family party took place today when Mrs. Maria D. Brown celebrated her 99th birthday. Gathered about her at the dinner table were her widowed daughter and her five sons with their wives. The oldest son is 80 years old, the youngest 56. The combined age of the family group, mother and six children, is 521 years. All are in sound health, physically and mentally. The party took place at the Brown homestead, where Mrs. Brown has lived for more than a half century. She presided at the dinner table, asking the blessing in a strong voice and blowing out the candles on her birthday cake in one vigorous breath. Not the least among achievements is the fact that she has kept to her extreme age a high degree of personal beauty and is still lovely to look at. . . .

¹ From *Grandmother Brown's Hundred Years* (Boston Little, Brown and Company, 1929), excerpts from Introduction and pp 3-58

As the wife of the youngest son, I was present at this memorable birthday party. . . . When the reunion was over, and others had returned to their homes, I lingered a little longer, sitting beside her every day for two weeks and taking down in her own vigorous language her memories of life in the past century. This book is, essentially, the record of that interview, prefaced by sufficient historical data to make clear the background of her life, and completed by selections from her letters. . . .

We lived in a commodious house surrounded by gardens and orchards. Our home occupied just one square block in the town of Athens. Oh, there never was any place that looked to me so beautiful as that did in my childhood days! . . .

What kind of furniture did we have? Well, in the best room the chairs were of the kind called Windsor—the bottoms solid, the backs round. In that room too was one large rocking-chair with the most beautiful cushion on it. I think the chairs must have been of cherry—perhaps mahogany; they were red. And in one corner stood a large bureau—the most work on it! —big claw feet, glass knobs. The walls of this room were painted white. The floor had a rag carpet. At that time, all window shades were made of paper, green paper. We had thin white curtains over the shades. No pictures.

In our living room we had no carpet. The floor was of ash wood, very white, and kept white. Every morning, after sweeping it, we wiped it over with a clean, damp mop. It took but a few minutes and kept the floor sweet and clean. That mop was rinsed then and hung in its place. We were always up at five o'clock in the morning, so that we had plenty of time for everything.

At the back of the house lay orchard and garden, the well and drying kiln, the milkhouse and smokehouse, with the stables at the farther end of the lot where my father drove his oxen in. . . .

Close to the house was the well. It was a natural spring. My father had walled it up. Our place used to be a tanyard. Think how much water is needed for a tannery! I've heard

my mother say that in time of drought as many as fourteen families had been supplied from our well. The water from it flowed into the milkhouse through troughs of cut stone that came from my father's quarry. Everything was so sloped that whenever the least bit of water was spilt around the well it ran into the stone troughs and through the milkhouse and down to the street. Outside the fence was a great watering trough where Pa used to water his oxen.

The old milkhouse was a beauty, everything in it so spick and span and shiny, everything so conveniently arranged, smelling so fragrant too of sweetbrier. Near by, in the smoke-house, we always had a good store of hams and bacon well smoked in corncob smoke.

Near the house too was the dry kiln where my mother dried fruit for the winter. The kiln consisted of a big oval flagstone, at least six feet long, which had been brought from my father's quarry. It was as smooth as if polished. It was set up on brick legs so as to be well off the ground, and a fire was built at one end with a flue running under the flag so as to warm the stone. The fire was made of chips and sticks and not allowed to get too hot, or it would bake the fruit. On this flagstone Ma spread out apples, peaches, pears, and quinces, cut in quarters. These she covered with a cloth which absorbed the moisture and kept off the flies and bees. From time to time she would turn the fruit over until it was thoroughly dried. . . .

In those days bedsteads had no springs, so we used to have straw beds under our feather beds to make them springy. Every spring the ticks were emptied and washed and filled with new straw. I remember hearing it said that my father wouldn't let the straw be carried through the grounds because some of it would be dropped on the grass and give the place an untidy look. No, everything about our place was neat and in order while my father lived. And there were roses, tidy rows of lovely roses to make things beautiful. . . .

We did most of our work there in the summer kitchen. That was where we had the big brick oven. We used to fire it twice a week and do a sight o' baking all at once. We'd make a hot fire in the oven, and then, when the bricks were

thoroughly heated, we'd scrape out all the coals with a big iron scraper, dump the coals into the fireplace, and shove in the roasts and fowls, the pies and bread. At other times we'd use the open fireplace. It wasn't nearly so difficult to work by as people think. . . .

The difference between those who were naturally clean and orderly and those who were not was perhaps more marked in those days than it is now. It was so easy, for instance, since we had no screens, to let the flies spoil everything. My mother just wouldn't have it so. We weren't allowed to bring apples into the house in summer, because apples attract flies. If any of us dropped a speck of butter or cream on the floor, she had to run at once for a cloth to wipe it up. Our kitchen floor was of ash, and Ma was very proud of keeping it white. In the summer kitchen the floor was of brick, and it was expected to be spotless also. At mealtime someone stood and fanned to keep the flies away while the others ate. When Sister Libbie went to housekeeping, she had little round-topped screens for every dish on her table. That was considered quite stylish. Ma used to set some tall thing in the center of her table, spread a cloth over it, and slip food under until we were ready to sit down. As soon as the meal was finished, all curtains had to be pulled down and the flies driven from the darkened room. . . .

Our forks were two-tined. They weren't much good for holding some things. But if we used our knives for conveying food to our mouths it had to be done with the back of the knife towards the face. We had no napkins. We used our handkerchiefs. Tablecloths were made of cotton diaper, especially woven for the purpose. The first white bedspread I ever had was made of two widths of that same cotton whitened on the grass.



Readings for Unit 4

THE GIFT OF THE MACHINE¹

FRANK LLOYD WRIGHT

The Machine, once our formidable adversary, is ready and competent to undertake the drudgeries of living on this Earth. The margin of leisure even now widens as the Machine succeeds. This margin of leisure should be spent with the fields, in the gardens, and in travel. The margin should be expanded and devoted to making beautiful the environment in which human beings are born to live. . . .

And the Machine, I believe—absurd as it may seem now, absurd even to those who are to be the first to leave—will enable all that was human in the city to go to the country and grow up with it· enable human life to be based squarely and fairly on the ground . . . The City has taken this freedom away. A market, a counting-house, and a factory is what the city has already become the personal element in it all—the individual—withdrawing more and more as time goes on. Only when the city becomes purely and simply utilitarian, will it have the order that is beauty, and the simplicity which the Machine, in competent hands, may very well render as human benefit. That event may well be left to the Machine.

This, the only possible ideal machine seen as a city, will be invaded at ten o'clock, abandoned at four, for three days of the week. The other four days of the week will be devoted

¹ From *Modern Architecture* (Princeton, N. J.: Princeton University Press, 1931), pp. 108–111

to the more or less joyful matter of living elsewhere under conditions natural to man. . . .

It will soon become unnecessary to concentrate in masses for any purpose whatsoever. The individual unit, in more sympathetic grouping on the ground, will grow stronger in the hard-earned freedom gained at first by that element of the city not prostitute to the Machine. Henry Ford stated this idea in his plan for the development of Muscle Shoals. . . .

The country already affords great road systems—splendid highways. They, too, leading toward the city at first, will eventually hasten reaction away from it. Natural parks in our country are becoming everywhere available. And millions of individual building sites, large and small, good for little else, are everywhere neglected. Why, where there is so much idle land, should it be parceled out by realtors to families, in strips twenty-five feet, fifty feet, or even one hundred feet wide? This imposition is a survival of feudal thinking, of the social economics practiced by and upon the serf. An acre to the family should be the democratic minimum if this Machine of ours is a success! . . .

The home of the individual social unit will contain in itself in this respect all the city heretofore could afford, plus intimate comfort and free individual choice. Schools will be made delightful, beautiful places, much smaller, and more specialized. Of various types, they will be enlivening, charming features along the byways of every countryside. Our popular games will be features in the school parks, which will be really sylvan parks available far and near to everyone.

To gratify what is natural and desirable in the get-together instinct of the community, natural places of great beauty—in our mountains, seashores, prairies, and forests—will be developed as automobile objectives, and at such recreation grounds would center the planetarium, the race track, the great concert hall, the various units of the national theater, museums, and art galleries. Similar common interests of the many will be centered there naturally, ten such places to one we have now. . . .

ELECTRICITY FOR FARM HOMES¹

JOHN M. CARMODY

The drift of youth from the country to the city may be permanently halted as rural life is made more attractive. Rural youth is becoming increasingly conscious of lessened urban opportunities, and it will be interesting to measure the effect of rural electrification on the boy or girl who must decide between country and city. . . .

Rural purchasing habits, cultural interests, political opinions, and modes of life are being changed by the radio. What will be the effects of bringing to the farm family's fireside the voices of presidents and dictators and a worldwide selection of entertainment and advertising?

¹ From "Rural Electrification in the United States," *The Annals of the American Academy of Political and Social Science*, January, 1939, pp 82, 87.

Readings for Unit 5

THAT ONE-THIRD OF A NATION¹

EDITH ELMER WOOD

Equal opportunity, which lies at the heart of democracy, implies for every man, woman, and child at least a sporting chance to attain health, decency, and a normal family life. It was because the cards were stacked against a third of the nation that there had to be a new deal in housing.

Subsidized housing is paid for in part by the taxpayers instead of by the occupants, whether by means of a capital grant, annual grant, or tax exemption. Loans from whatever source, which are repaid, principal and interest, are not subsidy. At present our public housing is subsidized. The combination [payment by taxpayer and occupant] offers the only way to arrive at what we are trying to do—provide fit housing for families of the ill-housed third and get rid of worn-out housing. . . .

Houses are like factories. Their output is children—the citizens of tomorrow. The full-time workers are the mothers and homemakers. Fathers, in the normal order, are part-time helpers. Industrial plants are constantly being modernized. Machinery is scrapped long before it wears out. The health and safety of industrial workers is guarded by law. Shall a nation do less to assure optimum quality in its citizens of tomorrow than a manufacturer does to produce high-grade tea-kettles? Shall it throw less protection around the working

¹ From *Survey Graphic*, February, 1940, p. 83

conditions of those who raise its children than of those who produce its paper bags?

A HOME FOR ALL THE FAMILY¹

JOSEPHINE BESSEMS

"Mother, can Billie and Dan come in to play with me?"
"No, indeed. Those rough little boys can't come in the house."
"They're not rough."

"Now, let's not talk about it any more. I won't have them upsetting things. . . . Jack, take your feet off that chair this minute. . . . No, you can't put your train on the table. It will scratch it. . . . Look out, you'll tip over that lamp. . . . Don't touch those curtains. . . . Oh, dear, look at the spot you've made on the wallpaper!"

Hasn't the conversation a familiar sound? Don't we all know homes just like this one—all polished mahogany, trailing silken draperies, delicate rugs and upholstery, fragile bric-a-brac, everything always immaculate and in perfect order?

What is a live, healthy boy, bubbling over with pent-up energy, to do in such a home? Play in his own room? Yes, part of the time. But children are sociable little creatures. They like company. They want to be in the center of the family circle, where things are going on—not shunted off by themselves.

You can't expect a child to feel that he really "belongs" in a household where he is not allowed to bring his friends, where he can never be natural for fear of damaging something. He can hardly help but feel insecure and unwanted, and this feeling of insecurity may lead to all sorts of emotional disturbances.

We all know barren, barnlike homes that go to the other extreme. "There's no use in having anything nice while the children are little," these parents say. "We'll wait until they are old enough to appreciate things."

¹ From *Hygeia*, August, 1938, p. 680

This, of course, is as great a mistake as the "too nice" home. It's unfair to the children and to the adults of the family. Children, even very little ones, are more sensitive to their surroundings than their elders sometimes realize. They are quick to sense the fact that their homes do not measure up to those of their companions.

A friend of mine, mother of two small boys of seven and four, living in a home that was little more than a barracks, was brought up with a jolt when, forced to fix things up a bit in order to entertain her bridge club, she bought a new rug, draperies, and slip covers for the living room. The delight of the seven-year-old was pathetic. "Oh, Mother," he said, "now our house looks like other people's."

The ideal home, of course, lies somewhere between these two extremes. Children can be taught to be reasonably careful, and home furnishings can be planned that are attractive and at the same time will stand a lot of hard usage. If you wish your child to take pride in his home you must give him something to be proud of. If you wish him to develop standards of good taste you must start young.

WHAT EVERY FAMILY SHOULD HAVE¹

CATHERINE BAUER AND JACOB CRANE

As Lewis Mumford long ago pointed out, housing has become one of those many contemporary products, which as they progress toward rational standardization and modern production methods, lose most of their class distinctions. The electric light bulb or refrigerator is pretty much the same, whether the income of the purchaser is \$1,000 or \$10,000. For all ordinary purposes, the dowager duchess's radio is not much better than her butler's. A Ford or a Chevrolet is basically just as efficient a mechanism for transportation purposes as a Packard or a Rolls Royce. The same trend, so healthy and so fundamental for modern democracy, carries over into many of the

¹ From *Survey Graphic*, February, 1940, pp. 138, 139

social services. Public schools today offer just as good education as private—often much better buildings and equipment. We shouldn't have one kind of sewer pipe for the rich and another for the poor.

And now housing is one more thing which must lose most of its snob appeal. Rich people will, of course, have better housing—more space, more individuality of design, fancier gadgets. But the basic mechanism of their houses will not be so very different from that of a minimum standard dwelling.

The housing movement in America rests on the soundest possible basis: a deep belief that the resources and skill of this nation should make it possible for everyone to live in a decent, comfortable, and attractive home.

THIRTY THINGS TO BUY BESIDES FRONTAGE¹

ROBERT T. JONES

The home-building project should be on solid ground, literally as well as figuratively. Thus, in order to determine the real value of a building lot, one looks beneath the surface of a real estate deal.

A good homesite is more than just so much earth. It may have all the qualities that are inherent in all ordinary expanses of land. Some lots are not desirable as permanent locations for dwellings. Money invested in such property is likely to be lost.

There are two main principles to be observed: The first is to buy within one's means; the second is to buy land that will make a secure investment. Here is a list of thirty items which an intending home builder should purchase. One may use them as a means of judging whether or not a lot under con-

¹ The Architects' Small House Service Bureau, Inc., Minneapolis

sideration is a good homesite. [Nearly half of the specifications mentioned may also serve as standards of selection in renting a home.]

1. Buy expert opinion. The knowledge of a dependable real estate agent who knows land values and trends is exceedingly important.
2. Buy an appraisal. Professional appraisers charge relatively small fees to cover the cost of analyzing property values. Such an appraisal represents a sound basis for purchase.
3. Buy an absolutely clear title. It is essential that one require the owner of a property to establish his title to it before one buys it. For this purpose it is recommended that a new abstract of title be secured, and that a lawyer or title guarantee company be employed to inspect the abstract for purposes of determining whether or not the owner has a clear title to the property. This is vitally important. The lawyer should be instructed to draw up the contract document providing for the purchase of a clear title.
4. Buy exact boundaries. Many a lot purchaser has learned of the precise location of his property lines with regret after he has completed the purchase. One should be certain that the corners are accurately established before commitment to purchase is made, and the only certain method for this is to employ a responsible surveyor for the purpose.
5. Buy clean air. It is manifestly more pleasant to have a house located in a place relatively free from smoke and dust. There may be a health hazard in dusty air.
6. Buy exposure to sunlight and to prevailing winds. One should try to visualize exposures from the various rooms. Some lots are so situated that they can never provide good orientation for the principal rooms.
7. Buy enough land. It is generally considered that a frontage of fifty feet is none too much. Narrow lots

limit space, distort the architecture, and also limit privacy. The wider the lot, the more desirable it will be to others, and thus the greater the resale value.

8. Buy solid earth. Filled or made land is unsound for building unless foundations penetrate through to natural earth. Buildings on fills tend to settle unevenly, resulting in cracked plaster or walls. Foundations that go through fills cost more.
9. Buy high land. A low-lying lot may mean a waterproofing problem. High land is usually dry land.
10. Buy level land. Filling a lot to bring it to the desired level is almost as costly as excavating. Hillside lots, though often capable of most interesting developments, also often increase the cost of building.
11. Buy land of good dimensions. It is difficult to relate a house to a lot of irregular form. The areas of such lots are often not fully useful.
12. Buy good soil. The cost of excavating in rock is an extra cost that does not yield useful values proportionately; whereas, subsoils of sand or gravel are easy to remove, give good drainage and excellent support for foundations. The warning, "Do not build your house on sand" refers to morality, not to house building.
13. Buy with the architect's advice. Wise owners consult their architects before final commitment to purchase is made. Often the architect's advice as to land purchase insures a better house.
14. Buy improved property. If land is not improved, the cost of water and gas mains, of grading or paving streets and walks, setting of sewers and curbs should be added to the purchase price, as it is almost inevitable that the cost of establishing these improvements will be charged against the owner.
15. Buy moderate taxation. If one has a choice as to city or town location in which to build his home, he should acquaint himself fully with the taxing policy of the local authorities and determine as well as he can what the taxes will be after the house is built.

16. Buy good transportation. The distance to work, church, schools, and shopping centers should be measured in the time it takes to get to these places, not in miles. The ideal home property is three or four blocks from transportation lines, not too near, not too far.
17. Buy good collateral. A lot of good character is proper security for a loan of at least 80 per cent. If one cannot borrow this much on a house, he may well wonder whether he should buy it. Since most houses are built on mortgages, it is often exceedingly necessary that the owner assure himself that the mortgage values of the land which he intends to purchase will be high.
18. Buy fire and police protection. A fine neighborhood is always well served by these city service departments.
19. Buy a partnership in a community. The term "restricted residential district" is unimportant unless the restrictions are enforced. On the other hand, if they are administered they stand as a protection for long-term property values. Restricted residential areas often have certain social advantages.
20. Buy for immediate use. Thousands have bought lots they thought they would use immediately but never did. Taxes and interest on unused land are hard to recover.
21. Buy a well-balanced investment. One should not invest in land that will commit him to a costly house on cheap land or to a cheap house on costly land. The ratio of improved land cost to the house cost should be about as one to five.
22. Buy good "trend." The elements that affect future values are complicated. But high-speed-traffic streets and unwanted commercial developments do not increase adjacent land values for housing.
23. Buy freedom from easements. One should not buy land before he has found out whether or not rights have been given to others for any use of the land, such as for laying of pipes or erection of poles or for rights-of-way of any kind.

24. Buy good location within the block. Corner lots may be doubly assessed, for streets and sidewalks and their maintenance—at least as to snow removal—is increased also. Many lots are so located that neighbors' garages or garbage cans may prove to be nuisances.
25. Buy neighborhood conveniences. Parks so far distant from a lot that they can be used but rarely add little value to the lot. Parks, playgrounds, churches, and schools are located ideally about half a mile from the home.
26. Buy freedom from traffic dangers and noises. High-speed-traffic streets are menaces to children. They are disturbing to comfort. They tend to depreciate land values for houses.
27. Buy a sure thing. If at all possible, it is well to rent and live in a neighborhood for a year before undertaking to buy and build there.
28. Buy beauty. The view from a lot is of value. Too many trees are better than too few. The trees that are removed for house building are valuable only for firewood. Any natural objects of beauty save the cost of development in getting them and help to dispose of property advantageously on resale.
29. Buy future favorable development. Examine the chances of public utilities, parks, or boulevards being brought closer to your property in the future—and then be sure that such developments would be to the advantage and not to the detriment of the property.
30. Buy for permanency. Steady values are dependable, speculative ones, so far as building lots are concerned, should be reserved for land speculators.

BEAUTIFYING THE FARMSTEAD¹**J. B. BAKER**

Mr. Baker's outline for teaching the beautification of the rural homestead in rural schools is here summarized as a challenge to both rural students and town and city students as to how they can study making their homes more attractive.

The objectives. The objectives in this study are to see the aesthetic value of beautiful farm premises; to see that improving a farmstead artistically is no more difficult than improving it unattractively; to develop appreciation of various types of farm architecture and landscapes; to feel responsibility in caring for farm premises according to good rural landscaping principles; to see the commercial value of beautiful farm premises; to learn that farm beauty is not necessarily in proportion to the amount of money spent. . . .

Student activities. The student activities may include the following: conduct a "farm clean-up week"; recognize "uglies" and decide which may be removed and which must be made inconspicuous; trace the development of American farm architecture; identify land contours and decide which type of farmhouse and other improvements best suit each landscape; plan farmhouses so as to capture sunsets and other natural beauties; learn to use form, line, color, and decoration.

Beautifying the farmstead. In making a study of beautifying the homestead, the students may search out both pleasant and unpleasant passages in recent short stories and novels which describe farm premises; display copies of countryside pictures by Grant Wood and other modern artists, calling attention to their satirical qualities when present; inspect at least three farm premises, one of which is his own, and (1) write a private report of the "uglies" which he thinks may have justified modern novelists' and painters' satire, and (2) list the farm beauties which he thinks should be restored or retained;

¹ From the *Journal of the National Education Association*, September, 1939, pp 172-173.

and display before-and-after pictures from farm and garden magazines.

Such study topics as the following may be included:

1. A history of farm architecture
2. Farm building sites—hilltops, rolling valleys, mountain crests, plains
3. Adaptation of architecture to countryside—rambling house on or near hillcrest, steep roofs and peaked gables on mountainside, comparatively low house with horizontal lines predominating on plains, avoidance of city-type house
4. Location of farm buildings on site
 - a) Farmhouse remains center of interest, with barns and outbuildings less vividly colored and located farther from road than house is, screened with hedges and shrubbery
 - b) Windows and porches have pleasant views
 - c) Drainage is healthful
 - d) Hitchhikers and the noise and dirt of traffic do not intrude; driveways, bordered by hedges, aid privacy
 - e) Larger and taller houses retain dignity by proper distance from the road
 - f) Decoration of farmhouse expresses rural character through simple lines and sincere ornamentation, sturdy construction, generous proportions
 - g) Farmgrounds harmonize with rural setting; avoid too elaborate and artificial planting scheme and too formally terraced grounds; frame the house as a picture
5. Estimate costs of making farmsteads more attractive and compare with increased value of property.

Excursions and field trips. One excursion may include a report on "uglies." Other trips may be made to pastures and woods, to identify and tag wild shrubs and trees which could be profitably moved without defacing natural scenery, and to nurseries, gardens, and flower shows.

Construction work. This work may include home beautification and plant-culture scrapbooks; organizing clean-up

squads to aid busy farmwives; making a curving flagstone walk; building models of appropriate landscapes, displayed so parents can see them.

Creative work. Creative work might include making a collection of poems on farm life; designing gates and fences; preparing publicity (news copy and posters) for "farm clean-up week."

Group discussion. Such discussion might include reports on interesting information in garden and farm magazines, government bulletins and pamphlets.

Outcomes. The outcomes to be expected include the following:

1. Attitudes—to make and keep the farmstead attractive, to cherish the farm as an ideal place to live
2. Habits and skills—drawn-to-scale maps, unaided research, easy recognition of many plants and trees, recognition of farm architectural types
3. Interests—to visit beautiful forests and farm estates, to find new attractions for their homes, to have a flower show
4. Appreciations—of parents' work in homemaking, of beauty in home surroundings, of student's responsibility toward his home.

Readings for Unit 6

PERSONAL LIBERTY¹

PAUL MORRISON

Freedom and personal liberty have become almost synonymous terms in the minds of many—and we all know to our disgust how it has been overworked in its application to the question of alcoholic drink. Like everything else, personal liberty ties up very closely to what we call community welfare and the common good. What has alcohol to offer youth in terms of good citizenship and civic progress?

How can it matter to the community if the young crowd drinks? Isn't it their own business anyway? High school students, college groups, and young people in business are face to face with a very personal question and a very social question at the same time: to drink or not to drink?—that's the question. How far can a group go with this very personal decision without making it become a question of social consequence in any community?

No matter how much freedom we cry for, personal liberty comes to an abrupt end when it becomes a social menace. Secret drinkers and recluse drunkards are few and far between! It's the very personal, social glass that so quickly becomes the civic problem; and the very temper of many liquor ads today admits that it creates more problems than it can solve in any community. Magic words are played up in the daily press—liquor revenue and taxes, and we sigh with relief that one grand

¹ From "Youth's Personal Liberty Versus Community Responsibility," *Allied Youth*, October, 1937, p 12

source can bring us near to the predepression utopian dream of a balanced budget. It is left to youth to fill in the column on the other side of the ledger. Millions of dollars are pouring into state and federal coffers—revenue from alcoholic beverages, and every dollar of liquor revenue represents the expenditure of multiplied dollars of the people's money which have been diverted from the necessities of life.

Uncle Sam may be good-natured and indulgent, but if for every liquor dollar he receives he must spend two or three dollars to pay for the problems liquor creates, then he is indeed "penny-wise and pound-foolish."

This personal question of drinking becomes a civic problem when and if family incomes are squandered to quench alcoholic appetites so that the community must step in and support dependents with daily needs from public funds.

You own a car (just suppose!), and we agree that you have a right to drink. You are licensed to drink and to drive—well and good. Fruits of personal liberty, you say. But remember this: Your personal liberty ends when you touch the other fellow's car-bumper or when you scrape his fender. Three recent deaths in a certain city were young men between the ages of twenty-three and twenty-eight. The accidents in which they were involved injured twelve other people. Driving while intoxicated! Maybe it sounds rather silly, but people around that town have been objecting to these fellows' use of personal liberty. Hospitals, asylums, and other tax-supported institutions are expressions of social responsibility.

What about individuals' responsibility to the community?

"I should worry" resounds a strong pair of lungs from a youth who declares he is only young once and he is going to have a good time while he has the chance. He seems to want to include some superior girl in his chance. Apparently there is no way of stopping him. A tragic experience or two with liquor to blame may have to teach him grim lessons before he will stop having his kind of good time at the expense of other people. Common Sense speaks emphatically enough that personal liberty is gauged by social responsibility.

WHAT ARE THE FACTS?¹

HAVEN EMERSON

Alcohol in moderate amounts suffices commonly to lower self-restraint and self-control in situations of sex temptation so that exposure to the hazards of sexual diseases is undertaken thoughtlessly and without care of the consequences. . . .

From the point of view of economics, we are concerned with the diversion of capital for the production of alcohol and of purchasing power in its consumption. There is no other large industry in which so few men are employed per million dollars invested in the production processes. The wage-earner engaged in liquor production gets about one-eighth of the share in the cost of production and distribution that the wage-earner in the production and handling of milk receives. For value received in the form of calories of energy, alcohol as produced and distributed subject to taxation is an extravagant form of fuel-food. The chief economic disadvantage of alcohol is in the costliness of those social and individual expenditures necessary to care for persons damaged or made dependent in some degree by alcohol in the hospitals, jails, asylums, correctional institutions, and almshouses where one finds the results of alcoholism in abundance.

Where alcohol is not readily accessible as an object of general expenditure by the adult population, wages and incomes of people of small means are used more consistently for the essentials of healthy living such as housing, food, clothing, and recreation.

Little economic merit can be claimed for a system of taxation which raises any considerable part of the public revenue from the sale of alcohol, unless, as part of the plan of government, this tax money is used to reduce the extent of facilities for sale of alcoholic beverages; to promote observance of restrictive laws; and to meet the cost of prevention, care, and treatment of alcoholism among the considerable number of

¹ From *Alcohol Its Effects on Man* (New York D Appleton-Century Company, 1936), pp 82, 106-108

persons whose health will be injured and whose earning capacity will be reduced by the use of alcohol in legal trade.

As for alcohol in industry, it is quite certain, from the experience of employers and employees and of compensation boards or commissions, that the use of alcohol by workmen in all kinds of occupations reduces output, skill, caution, speed, endurance, and accuracy of most varieties of skilled work, and contributes materially to the occurrence of avoidable accidents. . . .

The more the occupation demands special skill, diversified attention, alertness, judgment of speed, power, or weight, or response to signals through sight and hearing, the more evident is the inferiority of performance by those who use alcohol even in moderation many hours previous to the work engaged upon.

MARIHUANA—THE NEW DANGEROUS DRUG¹

FREDERICK T. MERRILL

The alarming spread of marihuana and its increasing use by considerable numbers of the youth of the United States has not only aroused national concern but has also attracted the attention of the League of Nations. . . .

The use of marihuana as a narcotic intoxicant has only very recently been a matter of concern in this country. Ten years ago it was virtually unknown, except among the Mexican laborers of the Southwest. Since that time, its use has spread like wildfire to every part of the country, until it has now become a major problem in narcotic enforcement for the Treasury Department. . . .

Because marihuana was cheap, abundant, and easily and widely distributed, the temptation has been offered again and again to school children and young people everywhere. Giving away free samples and representing the drug as no more harmful than tobacco, the peddler is still hawking his wares

¹ From a bulletin of the Opium Research Committee, Foreign Policy Association, Washington, D C , pp 3-27.

from hot-dog stands, in dance halls and poolrooms. . . .

Editorials have appeared in many papers. . . . Typical of the editorials is one from the Pontiac, Michigan, Press of February 26, 1937:

"Altogether the most insidious form of the commercial aspects of the dope industry is the campaign to teach boys and girls to 'try' some form of dope. Every State is cursed with peddlers who are attempting to lure youthful victims with cigarettes containing marihuana, a dangerous and powerful narcotic. By this means it is easy to start a fine promising boy or a smart girl on the road which leads with absolute certainty to degeneracy and criminality. . . .

"Laws against all habit forming drugs are necessary. Only in that way can the louts who distribute it be picked up and sent to prison. But parents have no right to assume that the job of preventing the sale of these drugs belongs solely to the public authorities. The way to 'spike' the use of dope is to tell the full facts to growing children. Not one untrue statement is needed. The truth is so horrible and so terrifying in itself that a serious and careful explanation of what happens or may happen to those who even experiment with these hazardous pernicious drugs is sufficient.

"It was a smart trick for the crooks who peddle dope to load cigarettes with the poison. This has made sale and use easy. Parents may well be on their guard. The surest path to physical, mental, and moral ruin is that in which dope becomes the allure. One misstep may lead to utter annihilation of everything that makes youth desirable and appealing."

A LETTER TO MY SON¹

CHARLES H. DURFEE

MY SON: I'm afraid this is going to be a long letter. But it's about a big subject and one that very soon now may begin to be important for you. I refer to drinking. You are eighteen and you are in your first year in college. I don't think

¹ From the *Parents' Magazine*, June, 1937, pp. 29, 94, 95, and 96

you have taken a drink yet, but it won't be long now before you will be wondering whether it's time to begin. It's an important decision to make and you will have to make it yourself. I am not going to forbid you to drink, partly because I don't think it would do any good. Neither am I going to offer you a roadster as a reward for not drinking until your twenty-first birthday, as Bob Smithers did with your friend Jack. I can't afford it and I don't believe in it. It would, at the best, only postpone a decision that should be made on its own merits. All I am going to give you is the best information I can gather from my own experience and that of others who know more about the subject than I do. . . .

Now, it seems to me that *what youth should be* intoxicated with is life. Enthusiasm and zest for living are part of its biological birthright. At 50, one has lost some of it, and the fugitive youth that we capture with the aid of alcohol must sometimes look a little pathetic to you because it doesn't match our gray hair. But a drunken boy looks tragic to us, because it means not only that he is making a failure of growing up, but that even his youth is a failure.

It would be natural for you to want to drink if you think drinking is grown-up, because growing up is your job. Equally, the fact that you wanted to drink for this reason would show that you were not grown-up. The trouble is that to start drinking early is dangerous. A psychiatrist friend of mine tells me that science explains people who drink too much and too often as having badly tangled-up personalities. A new name for them is "problem-drinkers." In other words, they are unhappy or bored or puzzled and they "tank up" to forget it. But they don't stop being unhappy, so they don't stop drinking. Now, youth is nearly always a troubled time: puzzling and stormy, with sudden shynesses halting the tongue, and strange emotions pulling one this way and that. These are really only growing pains and are as normal to youth as rain and high winds to spring. But they don't feel normal at the time, and that's why it is dangerous to get drinking tangled up with them. The danger is that you may never get them untangled, which means that you keep on drinking but

you never grow up inside. That's really what excessive drinkers seem to be—people who have never grown up, or at least never grown up right. They didn't face their problems.

Now, your mother and I have tried to teach you to face your problems and to use judgment on them instead of side-stepping them by the emotional route. For instance, you are at the moment rather tall and thin and loose-jointed, as I was myself at your age. If you feel the way now that I did then, you feel all hands and feet at times, and diffident because of it. Drinking would let you forget that for a time, but when you use your judgment on it you see that it wouldn't make you any broader or more closely knit, and therefore it wouldn't remove any of the causes of your shyness. Age will do that for you, fortunately.

Sometimes boys take to drinking as a gesture of rebellion against parental vetoes or because they want to "do as the others do." No rebellion is called for here because I am not forbidding you anything. As for wanting to do what others do, well, my boy, when you get older you will appreciate that the way to success is not to conform, but to be different and therefore remarkable. Leaders are always different. If you do anything essentially foolish because somebody else thinks you should, you are a sap. The urge to drink is the surest indication of social unease. Don't think you are changing the argument if you say: "I have to drink to be popular." Among which set? Not the footballers, or the oarsmen, or the track and field men, not men whom you would pick as likely to have the most brilliant future, and certainly not—if this argument appeals to anybody of your age—among the best brains.

Youth has plenty of drive and energy, but what it still has to acquire is the most valuable attribute of all—judgment—and judgment happens to be the first thing that alcohol suspends. Alcohol, therefore, can't really do anything for you at your present age, but it might lead to your forming a habit that you would find hard to shake off later on. And shake it you would have to if you intend to make a success of yourself. Looking back on all the boys I knew who were real drinkers, I can't remember one of those who kept it up who is better than

mediocre or an out-and-out failure today. But I remember several of the fellows who used to "hoist it" who gave it up and have since made good.

It occurs to me that I am basing all this too much on my own experience. What are the safe generalizations that one can make about drinking? (For a lot of nonsense has certainly been talked for and against it.) Well, you know yourself that you have to stay away from it if you want to be good at sports. You wouldn't be allowed on an Olympic team, for instance, and your basketball coach will have strong views on it if you ask him. As for the mental effect, alcohol impairs judgment, discrimination, and the power of coordination, but just because of this narcotic blunting it brings about a feeling of ease. Shy people talk more; badly adjusted ones forget their feelings of inferiority. Some it certainly makes socially more acceptable, and others it just as certainly makes less so. I don't get quarrelsome myself, or maudlin, and I think it makes me talk better. But I am bound to admit that your mother doesn't always agree with this.

As to the effect of drinking on a young man's economic prospects: Well, a surgeon shouldn't drink at all, and if you were a commercial pilot they would frown on any drinking twenty-four hours before you were due to take up your ship. Bond brokers sometimes make out an eloquent case for drinking with their customers, but otherwise I guess one's chances in business are better without it. Generally speaking, the young man who is known to drink is less likely to get a job or, if he finds one, to get a promotion. There is another important point and that is that our machine civilization has made drinking a legal danger. You know how the law looks at a motorist who causes an accident after drinking.

I don't know whether the straight medical evidence about alcohol would interest you, but what the doctors report is that if you take two or three drinks you get 1 part of alcohol in 1,000 in your blood and feel exhilarated. When it gets to be 3 parts most people are drunk, at 5 dead drunk, and at 7 just dead.

Well, my son, that's all I seem to know about drinking, and

the rest is up to you. Think it through yourself. I won't quarrel with your decision. If you decide you want to drink, and let me know, I will let you do the experimenting in your own home. But if you decide that you can wait until you are a little older, I don't want to hear that someone else has reversed your decision for you. I would rather see you take a drink than be a prig, but I would rather see you laughed at for not drinking than for making an exhibition of yourself. You don't have to be a prig not to drink: you only begin to be one when you become snooty about other people's habits. Neither do you have to be a poor sport or a sissy. Actually, when you refuse a drink because you think it's wiser not to take it, you are behaving like an adult.

As a matter of fact, I think you have too much downright courage to be intimidated into drinking by your own sex, but you may find it harder if a pretty girl says to you, with a lift of her eyebrows: "Why don't you take a drink?" Just smile at her and say: "No, I don't drink. I'm afraid I'm just a sissy." Well, it wouldn't work if you looked like a sissy, but you don't.

The fact is that if you are not priggish about it you don't need to spoil the fun that others think they get out of drinking and you will have lots of fun yourself. Every party wants one sober member to take the others home. What you see will teach you a lot about human nature, and may make you a little cynical about drinking. If it leads you to defer the experiment yourself, it won't displease your mother and me. But we are modern, streamlined parents; we know that it's better to love you and leave you be. So, in any case, it's to be your own decision and not that of YOUR DAD.

SHARING INTERESTS IN A NEIGHBORHOOD¹

ETHEL B. WARING

There is scarcely any organized activity in the community which does not contribute something to the enrichment of

¹ From "Outside Interests," National Parent-Teacher Magazine, March, 1936,
p 13

family life. The village club may be discussing the possibility of getting water or a sewage system, electricity or gas. When the adults return from the village meeting, everybody is eager for the report. The interest of the whole family is aroused, for such improvements mean convenience and ease in many of the household arrangements—bathrooms, washing machines, electric irons, cookstoves, and a variety of labor-saving equipment indoors and outdoors. The budget of the family is involved in planning the payments on the improvements and the most important investments. If a community house is the order of business, every member of the family can see opportunities for good times. . . .

A very active interest was maintained for years in a coast town by a conchologist who took a group of people on early Saturday morning shell hunts which ended at her home for an omelet breakfast. These events were important to the individuals, who in turn shared the intellectual and social interests with their families.

Geology trips attended by one young man determined many of his family's trips thereafter and made more interesting week after week the countryside in which the family lived and through which they passed—the hills, hummocks, valleys, and creeks, and even the different hillsides exposed in the building of the highways.

Nature study groups from scouting, summer camps, or vacation schools have been responsible for many gardens and yard improvements which all the family enjoy. The products from the garden become more than flowers for the house, or an attractive garden; they become John's or Mary's contribution to the pleasure and social effectiveness of the family—a home cheery with flowers, or a garden into which it is a pleasure to bring one's friends. Similarly an outdoor fireplace built because of interest in scouting has come to vary the entertainments the family may offer its friends.

Nothing that enriches the life of an individual can fail to contribute through him as a family member to the family as a whole. Each organization in which he takes an active part extends or improves his knowledge and skill, widens his inter-

ests, and increases his social contacts. In turn he is an expanded personality as he lives among his family, and his influence varies accordingly. His widening interests are paralleled by a similar growth in the other members. Not all of the interests of an individual will be appreciated and shared by his family, but some of them will be.



Readings for Unit 7

FAMILY COOPERATION¹

ROBERT G. FOSTER

Some men think housekeeping is none of their concern or responsibility, and others work cooperatively on certain of the tasks which seem naturally to fall to their lot. The point is, however, that every home must have some order in its management. While the major responsibility for the execution of the plan may be largely that of the wife, the problem of deciding upon the division of labor is a joint responsibility. The things which each member of the family does may aid or handicap the smooth running of the household. Such little items as tracking mud into the house, leaving cigarette ashes and papers strewn about indiscriminately, lack of care in one's use of the bathroom, and the like, are all sand in the gears of the household. Husbands help when they are self-sufficient in looking after their own personal habits, whether they ever do any actual housekeeping work or not. There are many women who work outside the home. They often try to carry both a job and the responsibility of their household duties with no additional help. Where the husband and wife both share in these responsibilities, the problems are reduced to a minimum. But for any woman to work outside and not have extra help with her home duties seems a little foolish; for the husband to expect such an arrangement is an imposition.

¹ From "Preparing Our Children for Marriage," National Parent-Teacher Magazine, December, 1938, pp 22-23

STANDARDS FOR EMPLOYMENT OF WOMEN IN INDUSTRY¹

The Nation's best interests demand high labor standards for women. Many who are mothers and homemakers must be wage earners as well, for the modern industrial system requires them to carry heavy burdens of family support. Where women work under low standards, they become the unwilling competitors of men, undercutting men's standards. As women's bargaining power has always been weaker than that of men, they have been exploited to a greater degree, and therefore a larger measure of public concern and control is necessary in their employment.

On working time. Hours of work are getting shorter. The five-day week of forty hours or even less, though unknown a dozen years ago, is now a schedule widely used. Short hours are needed if our unemployed are to find jobs, and workers are to be healthy, safe, and efficient.

Standards relating to working hours should include:

1. Not more than eight hours of work a day or forty a week.
2. A five-day week; two days of rest in seven, preferably Saturday and Sunday.
3. Meal periods of at least thirty minutes. No work period of more than five hours without a break for meal or rest.
4. Overtime to be avoided; if this is not possible, to be paid at the rate of time and a half or more.
5. On monotonous or high-speed jobs, a rest period of at least ten minutes in the middle of each work period without lengthening the workday.
6. No woman to work between midnight and six A.M.
7. Some vacation with pay after six months on the job; a longer vacation after longer service.
8. Time off from the job with pay on principal legal holidays.

On wages. Living standards for workers depend directly on annual earnings. A good daily or weekly wage is not sufficient;

¹ From Bulletin No. 173 of the Women's Bureau, U. S. Dept. of Labor, pp. 1, 3, 4, and 5

employment for practically the whole of the year is necessary if workers are to earn an adequate living. On the volume of workers' yearly earnings depends their ability to buy back much of what they produce, and wage earners constitute two-thirds of all those engaged in gainful work in our country. To benefit all—labor, employers, farmers, and the general public—Federal and State governments are providing by law for a floor to wages as well as a ceiling to hours.

On working conditions. Modern employers have proved for themselves the value of good plant housekeeping, including adequate health and safety protection for workers. This means dollars in the pockets of the management. Employers who are behind the times should take prompt action to provide the following essentials.

1. Clean, uncrowded workrooms, with scientific ventilation adequate to meet all conditions in the particular industry.
2. Safe workrooms, frequently inspected, with effective guards against risks from machinery, danger from fire, and exposure to dust, fumes, or other health hazards met on the job.
3. Avoidance of use of poisonous substances; where these must be used, all known precautions to be taken.
4. Good natural lighting and suitable artificial lighting by means of general and individual equipment; both types adequate for the job, without glare or flickering, and insuring right quality, distribution, and direction.
5. A chair for each worker, built on posture lines and adjustable to both worker and job; wherever possible, change of posture to permit either sitting or standing.
6. Good drinking facilities, with pure cool water, convenient to workers. Individual cups or sanitary bubbling fountains.
7. Washing facilities in convenient locations with hot and cold water, soap, and individual towels. Dressing rooms next to washrooms with adequate care of clothing. Rest rooms with beds for workers taken sick, comfort-

- able chairs and couches for use in rest or lunch periods.
- 8. Toilets for women in locations convenient to work-rooms; a ratio of at least one toilet to every fifteen women.
 - 9. Lunchrooms separate from workrooms. Hot nourishing food to be available.
 - 10. In a large plant, a hospital room with doctor and nurse; otherwise, first-aid equipment with a responsible person in charge and the emergency services of a doctor.
 - 11. Avoidance of repeated lifting of heavy weights or other motions taxing women's strength unduly.

RESPECT ESTABLISHED¹

I was going over some club records at Mrs. O's home the other day, and since we were in the middle of them at twelve-thirty, I stayed to lunch. I had been her guest with others quite often and had found the usual formality observed, but this time naturally we shared the meal with the three children, two of whom were home from school. Somewhat to my surprise, Frances (the maid), instead of serving as usual, sat down at the table with us, rising as necessary for changes or fresh supplies, and once or twice was helped by the oldest girl.

I suspect my face showed my surprise because when we were back at our papers after lunch, Mrs. O. explained:

"Frances is frequently in charge of the children. In my opinion there must be on their part a conviction of my respect for her. Also she needs to know my ways of controlling them and my standards for their behavior. Her being with us at lunch is one of the natural and easy ways of doing this, and I must say I wonder how other mothers manage to get results without something of the sort. Of course, Frances is a much pleasanter table companion than some might be, but if she weren't that kind, why, I wouldn't want her taking care of the children."

¹ From *The Women in the House*, Ruth Sergel, ed (New York The Woman's Press, 1938), p 99

MAMA VISITS THE FACTORY¹

MORRIS MARKEY

Organized tours for the general public through the big automobile factories, steel mills, power plants, and coal mines are now commonplace. But this Open House of the Western Electric Company is different. Since Western Electric makes telephone equipment and for all practical purposes has only one customer—the Bell System—it need not impress the general public. But in these good-will tours for its own workers it has found something new in industrial relations—something affecting the family and social circle of every employee.

I followed one family for a while: Dad all dressed in a blue serge suit and a derby hat, Mom in her best party dress, two high school boys, and a girl of ten. For a while they walked past machines that Dad himself had never seen before, workmen who were strangers to him. He was deeply interested, and asked questions of the men at the machines, explaining carefully who he was. Then, as we gradually drew near his own part of the factory, you could see the pride begin to rise in him.

"When do we get there, Dad?" the boys would ask. Dad lifted his hand deprecatingly. "Take it easy," he said. "It won't run away." He laughed. "Not that baby."

We went down a broad aisle, and presently Dad stood back, his hands in his pockets and his hat on the back of his head, looking up at a very brute of a machine, an immense punch press that shrugged its shoulders and set down a ten-ton foot upon a plate of steel, pressing it into some weird shape.

"Well," Dad said, "there she is."

They stared in blank-faced admiration. The boys said, "Gee-ee!" Mom, trying to conceal her interest, said, "From what you've been saying, I'd have thought it was twice that big." But she didn't mean it, and he knew it.

There were four of the machines in a row, and Dad's was being operated now by a tall, lean-faced man. Dad introduced

¹ From *Current History*, January, 1939, as condensed in the *Reader's Digest*

him to the family, and introduced the men at the other machines, too. For the last of them, he had a particularly warm grin.

"And now, Mom," he said, "you can shake hands with Bill Nagle himself."

"Well," she said, "after all those cribbage games I've heard about, it seems like I know you already."

"That's right," said Mr. Nagle. "I have to beat the old boy here every day at lunch hour."

"You beat him!" Mom pretended to be outraged, and they all laughed.

It seemed that Dad had been working alongside Bill Nagle for three years. But their homes were miles apart, and they never got together at night. It seemed, furthermore, that there was a Mrs. Nagle and divers Nagle children, and arrangements were made forthwith for the womenfolk to get together and cook a beefsteak dinner for all hands.

Dad settled down to explain his machine, in meticulous detail, to the boys. And Mom watched, with no want of pride in her round, quiet face.

All over the plant, encounters of a like sort were going forward. Above the hum and beat of the machines, voices wandered on as men explained their work and women and children listened eagerly. . . .

I am no expert in these affairs. I can only report that it seemed a sensible thing, and certainly a pleasant one, to invite families and friends in to see what really lies behind the pay envelope that Dad brings home every Friday.

Readings for Unit 8

THE USE OF MONEY¹

SIDONIE M. GRUENBERG

One morning when Bradley came down to breakfast, he put on his mother's plate a little piece of paper neatly folded. His mother opened it. She could hardly believe it, but this is what Bradley had written:

Mother owes Bradley:

For running errands . . .	\$0.25
For being good10
For taking music lessons .	.15
Extras05
Total	<hr/> \$0.55

His mother smiled, but did not say anything, and when lunch time came she placed the bill on Bradley's plate with fifty-five cents. Bradley's eyes fairly danced when he saw the money and thought his business ability had been quickly rewarded, but with the money there was another little bill, which read like this:

Bradley owes mother

For being good	\$0.00
For nursing him through his long illness with scarlet fever00

¹ From a bulletin of the Child Study Association of America, New York City, p. 3.

For clothes, shoes, gloves, and play-things	.00
For all his meals and his beautiful room	.00
Total that Bradley owes mother	\$0.00

Tears came into Bradley's eyes, and he put his arms around his mother's neck, put his little hand with the fifty-five cents in hers, and said, "Take all the money back, mamma, and let me love you and do things for you."

HOW MUCH LOW INCOME IS THERE, AND WHERE? ¹

EDITH ELMER WOOD

According to the best and latest of our sample surveys, the results of which are set forth in "Consumer Incomes in the United States," just published by the National Resources Committee, the distribution of families by income level for 1935-36 may be summarized in round numbers as follows: under \$1,000, 42 per cent; \$1,000-\$2,000, 37 per cent; \$2,000-\$3,000, 13 per cent; over \$3,000, 8 per cent.

The first thing to note is that these figures cover all families in the United States. . . . Moreover, it shows a smaller percentage of very low incomes in large cities than in small ones, and decided differences according to geographic section. So the national average distribution was far from representing the situation in New York City or in Seattle, even in 1935-36.

GAINING FAMILY SATISFACTIONS ON A SMALL INCOME ²

MARY HINMAN ABEL

Four conditions for success. There are these four conditions of success for the moderate income family: (1) The

¹ From "That One-Third of a Nation," Survey Graphic, February, 1940, p. 84.

² From *Successful Family Life on the Moderate Income* (Philadelphia J. B. Lippincott Company), pp. 7, 238.

money income of the family tolerably certain, and earned wholly or chiefly by the man; (2) A fair start in life for the heads of this household, including wholesome home training, education, both general and vocational, and money enough, or things of money value, furnished chiefly from their own savings, to enable them to meet with courage the financial problems that present themselves, especially in the difficult early years of married life; (3) The right attitude of the woman of the family toward her part in its success, with a growing capacity to meet its requirements; (4) Generous help on the part of the community in promoting the success of the family—by sanitation and public health service, by prevention of unreasonable prices for food, by control of public services—water, gas, electric light, telephone, and transportation—by free education, and by free parks, playgrounds, and other helps in recreation.

Satisfactions of life. The satisfaction and contentment that make life worth living seem to be found for all people in the foundational things—health, home, children, friends, a degree of success among their fellowmen—and these would seem to be more easily attained in the home of moderate means than in any other, because of the intimate relations that must exist in a household which is served by its own members. The money limitations bring about this opportunity, and affection and intelligence will make use of it to develop home pleasures, thus placing outside amusements in their proper subordinate place.

A DAUGHTER TELLS ABOUT HER TRAINING IN MONEY MATTERS¹

This paper was written for a parents' study group by a high school girl between sixteen and seventeen years of age. A mother with three young children found that she must assume the support of the fam-

¹ From *Parents and Purse Strings*, Elizabeth Johnson Reisner, ed (New York Teachers College, Columbia University), pp 17-19

ily. Here, certainly, the financial security of the home was threatened; but this mother succeeded to a remarkable degree in giving her children the kind of emotional support they needed.

My father died when I was three years old, leaving my mother and three daughters, of whom I am the youngest. The financial situation made it imperative that my mother earn some money. Perhaps that is why "grown-up" to me has always meant being able to take care of myself. As far as I know, mother has never wished to dissipate this idea, for she has always tried to help me grow into a responsible person, one who can herself earn and spend all she receives. It was not until a few years ago that I began to realize that not all girls expect to earn their own livelihood.

As soon as I could cross the street it seemed to me that I became errand-girl for the family, though my sisters probably thought otherwise. Before that time, a day had seldom passed when I did not go to market with mother, so it was not a completely new world in which I found myself.

When I was about seven or eight, I received my first weekly allowance of twenty-five cents. With this I helped the Sunday School, and bought an occasional marble or kewpie. At Christmas, I gave only as many presents as I could buy or make myself. I remember that once I gave only one, a handkerchief which I had made, to my grandmother.

At twelve, I began to go to a school some distance from my home, at which time I needed money for my carfare and lunches, and therefore my allowance was increased to ten dollars a month. This also included my pin money.

When I was sixteen, I received that responsibility for which I had long envied my sisters; to me it meant reaching maturity. I had always had something in the savings bank, but now I opened a checking account into which was put a quarter of our income. What I had now had really always been mine; mother had only spent it for me. With this I now pay for everything: my clothes, my board at home, my lunches at school, and my school bills. Together with this money goes a responsibility

in the household affairs which we all share. For instance, one of us becomes housekeeper for one week, planning the meals, seeing that the laundry is paid, fixing up mistakes at the grocer's; the next week, another takes it up, each of us having regular turns. I can remember no time when I did not enter into the family discussions as much as possible, nor can I remember any shopping directly concerning me at which I was not present. When we moved, I went with mother to look for apartments, helped buy furniture, and decided how my new room should be furnished.

All this experience helped me immensely, but what helped me more was the fact that I am youngest. A great many people do not seem to realize that the oldest does not necessarily find new worlds easiest. In fact, I profited much by my sisters' experiences. When one spent too much on clothes and so had to skimp on amusements, I saw a near and actual case of lack of forethought.

It looks as though mother had lain awake, thinking of how to train my financial sense, but that was not the case. All the training I received grew not from a plan, but from a feeling—mother's feeling that I am as much a part of the world and a part of the household as she, and, as such, have my wants and responsibilities as she does. Just as you would not let an Eskimo who had never heard of a jungle, walk alone in it, so mother tried to tell me how to take care of myself before I walked as far as she, or alone.

The household would probably run more easily if I had as much a feeling of "share and share alike" as does mother. Perhaps it is because of this that I have not found as many earning experiences as I should, for I do not seem to feel my share of responsibility as much as I do my wants. I make many mistakes in buying; but, by making them now, I won't be so apt to make them later when much more may be at stake. I know a little about feeding a family—how much it costs, how much and how little a dollar can buy—and I feel that when I begin earning money, I will know something of how to spend it. However, I doubt if I would know even this, if it had not been that I respect mother—not because she is older, but as a

person sharing with me—and she respects me in the same way, as an equal.

This girl says, "All my training grew not from a plan, but from a feeling." In a later talk with the girl, we were able to see why she had analyzed her experience in this way. In comparing it with that of some of her friends, she had seen that in some homes an unhappy feeling and friction were connected with the attempt of parents to make a plan work (usually an allowance plan); and that often parents tried to justify this unhappiness by pointing to the purpose of the plan. In these cases the plan, with which she associated friction, had seemed to be all-important. In her own experience no plan had obtruded, and she had rightly understood the fundamental values of her training, which were the feelings of mutual respect and mutual responsibility. Since this paper was written, the girl's mother has stated that the feeling-relationship was as all-important to her as it had been to her daughter.

PENNIES FROM HEAVEN¹

BENJAMIN C. GRUENBERG

In many homes the question arises of paying children for participation in home chores. To place the regular share of the home's work on a money basis has grave dangers, for it sets up from the first a false relation between the members of that cooperative enterprise which constitutes a home. We may expect children to wash dishes or dust furniture because, on the one hand, they are able and willing to share in the work of keeping the plant going and, on the other, because we consider their sharing in the work and responsibilities of the household a valuable part of their experience in homemaking. There

¹ From *Child Study*, March, 1937, p. 165.

should be no thought of bargaining here any more than in the distribution of the benefits.

There are certain obligations in this connection, however, which children can take on directly in return for specific compensation. The distinction between these two kinds of obligations might be summed up roughly in a general rule: *Children may be paid for doing only that work for which somebody else would otherwise be hired.* This leaves the mother free to call upon members of the household if and when needed. It leaves the child free to take the extra job or leave it, without needing to apologize or to defend his decision.

ARE ALLOWANCES REALLY PRACTICAL? ¹

MOTIER HARRIS FISHER

In a great many homes where parents are fortunate enough to enjoy regular incomes, small or large, you will find that some kind of allowance plan has been worked out for the children of the family. . . .

Father and Mother settle periodically the amount each child is to have and the day it will be paid. Then, with a sigh of relief, they think, "Well, that's that."

But is it? Comes Saturday afternoon and Timmy runs in all hot and excited, looking for Father. There is a baseball game and all the school children will be admitted for ten cents. Timmy wants to go.

"Well, old fellow, it's all right with me," says Father, starting up the lawn mower again.

Timmy follows slowly behind his father. He looks embarrassed; it is hard for him to say what he has to say.

"But, Dad, you see I haven't any money."

Father stops and faces his small, eager son. The time has come to be firm. But Father is a generous person by nature and he remembers how he felt about baseball when he was nine. He finds his hand going involuntarily to a pocket of

¹ From the *Parents Magazine*, April, 1937, pp. 24, 25, 85-87

loose change where it is easy to pick up a dime. Then he hesitates. Mother is right, of course, when she says there is no disciplinary value in an allowance that is ignored.

"Did you get your twenty cents Monday?" he asks.

"Yes."

"Then why didn't you save out a dime for this game?"

"I thought it was a fifty-cent game. They didn't tell us until today that we could get in for a dime."

"I see. But it seems to me that I remember lending you fifteen cents for that club affair of yours last week when you were broke. You agreed to pay me back five cents a week until you were out of debt, but I don't think you paid up this week. How about it?"

Timmy hangs his head. He spent his week's allowance all in a lump on materials for constructing a model airplane. At the time it was the only desire he had in the world. He had forgotten his debt. . . . All week after school he had been busy in his workshop constructing the plane, . . . Remarkable how he had stuck to it until it was complete. Father and Mother were greatly pleased when they saw how well he had chosen to spend his allowance. . . .

Father reviewed all this in his mind. He wished that Timmy did not owe him the fifteen cents, for he could not avoid feeling that such small finances with his son was a little silly and not based on complete sincerity. Timmy sensed the suggestion of hypocrisy in the situation. He knew that his father would much prefer not to bother about the fifteen cents. He thought that both father and mother would probably forget to collect it in the end. . . .

"Why don't you stay home this afternoon and help me with the gardening?" he suggested. "If you spade up that flower bed for me I will cancel your debt and you can start next Monday with a clean slate."

So Timmy stayed. The other boys called out to him on their way to the game. . . . So he was a little sullen, though he worked faithfully until Father said it was enough. Father was not in his usual jovial mood either, for he couldn't help feeling that he had played the part of a spoilsport. With a

pocket full of dimes he had refused his only son the best game of the season. . . .

Father gave some thought to Timmy and his allowance during the following week. . . .

Timmy had become friendly with a plumber who showed him how he used an electric soldering iron for mending the pipes. Timmy was in a fair way to become the family electrician. He could repair the light sockets already and now he wanted a small electric soldering iron of his own. He told Mother that he would mend her cooking utensils with it. But the smallest and the cheapest cost seventy-five cents at the hardware store and it would take a long time for him to save that much. . . .

Besides the soldering iron, there was the collection of old radio parts which a neighbor had offered to sell Timmy for a dollar. . . . But where was the dollar to come from?

It was time, Father decided, to revise the allowance plan and work out something better, not only for Timmy's sake but for Anne's as well. Anne was three years older than Timmy, and she was as thrifty and frugal as Timmy was the opposite, but her tendency toward miserliness seemed to be due more to lack of imagination than to any purpose in saving. She had a little drawer into which she put her allowance money every Monday, and there were weeks when she spent nothing from one Monday to the next. Father believed that she should have more eagerness to live than this indicated. What was the good of money if it were not used to enrich life?

"She must be encouraged to spend," said Father. "It is not wholesome for a child to be so willing to stand by and watch others do things. I much prefer Timmy's way even though it may keep me busy trying to satisfy his needs. The fact is that the plan we have worked out has proved a failure for both children. Can't we devise something better? I don't mind a little extra economy for myself if necessary."

"Why couldn't each child have a weekly budget just as I have a monthly one for the household expenses?" asked Mother.

"You mean a budget that would be different every week?"

"I really haven't thought of the details," said Mother, "but

I don't see why it might not be a good plan for each child to submit an estimate of his needs on Monday morning for the following week. Then, after we have approved or revised it, the money called for could be turned over to him with the understanding that the matter was absolutely closed until the next Monday. . . . That would force Anne to think in terms of spending rather than saving, and it would encourage Timmy to plan more carefully. In both cases they would have to look ahead instead of thinking in terms of the past."

Father was interested.

"I really think that you have hit upon something," he said, "but I can imagine difficulties. What about expenses like that ball game that cannot be foreseen?"

"Couldn't there be a reserve fund of five cents a week to be saved for emergencies, a sort of insurance against the unexpected?"

"I believe it is worth trying," said Father. "We can make adjustments as they are needed. Given the fertility of Timmy's young mind his budget is likely to be in a constant state of expansion. Perhaps we can help him find ways to earn small sums. He must realize that people with great spending capacity must develop earning ability to match."

So the budget plan was launched the following Monday morning, when Mother reminded the children that their estimates must be submitted for approval sometime during the day. Timmy knew exactly what he wanted and he was not long in preparing his list, but Anne sat at the study table biting her pencil. Finally she said, "I don't believe that I will make mine out until next week because I have all the money I need now." Mother looked at Father and Father went over to Anne's table.

"How much have you?" he asked.

"Two dollars and some change."

"Then why don't you give a little informal party for all the girls in your class? You could have quite a nice time with that amount if you spend carefully."

Anne was a little frightened at the idea at first, but as they began to discuss the possibilities her face brightened and she

was soon busy writing down all the things needed for the entertainment of ten girls. Her list grew to such length that it was soon apparent that her funds would be exhausted. Mother promised to do some special baking for the occasion so that some of the items could be crossed off.

In the meantime, Timmy had written a list of all the things he had wanted for some time. Father chuckled when he looked it over.

"You will have to select the one you need most urgently, Timmy," he said, "and leave the others until next time. Remember that the family has to eat."

The budgets were finally completed and marked approved. Each child was given the amount called for. . . .

At the end of the year Father was completely "sold" on their budget plan. It was a little more trouble than doling out a set weekly amount to each child, but both parents were convinced that the extra expense was negligible in proportion to the beneficial results.

THINGS TO ASK IF YOU BUY ON TIME¹

WILLIAM TRUFANT FOSTER

To whom will the debt be owed? The reputation of the dealer is important, but it may afford little protection if the dealer turns over the debt to a sales finance company or bank. Has the financing agency the same reputation for fair dealing?

Is the installment contract just? Usually contracts are a maze of legal terms, printed in small type. Hard as they are to be read, the consumer may save money and annoyance if he will read them carefully in advance.

The usual security for installment credit is a claim on the goods that are bought. But let the buyer beware. Is there a claim on other goods? If the buyer fails to meet payments on his auto radio, can the seller take possession of both the car and the radio? Does the contract in question allow the credi-

¹ From the *American Consumer*, August, 1939, pp. 17-18.

tor to seize the purchaser's wages? He should always know exactly what he is signing before he picks up a pen.

Is the creditor given the power to impose fines, penalties, and extra charges without limit? Frequently the borrower pays dearly for a few days' tardiness in payment. Some used-car dealers thrive on repossession charges. To get back his car, one New York City purchaser was asked to pay a charge of \$65, which was clearly extortionate. . . .

Does the contract require that the creditor give reasonable notice before possession? Unethical sellers and many sales finance companies wait until the customer has completed all but one or two payments. They then repossess on the slightest excuse—and without notice.

Are all the dollars and cents figures which appear in the contract correct? The time to rectify mistakes is before the contract is signed. Later on may be too late. A few minutes is not too much time to spend in examining an agreement which lays a claim on the family income for one or more years. A rushed deal may be suspected. Above all, refuse to sign unless all the figures are filled in.

Are carrying charges exorbitant? A carrying charge of \$2.00 on a \$9.00 watch, nothing down, the whole to be paid in ten equal weekly installments, does not yield a big profit. In fact, it does not cover costs. Yet the rate, on an annual basis, is more than 200 per cent. . . .

Indiana and Wisconsin have led the way. In all other states, a special law is needed [to protect the consumer]. That law should require that the purchaser be given full details in clear language, as to the terms, rights, and obligations of both parties. It should guarantee him the information which he needs in order to be an intelligent consumer. At present, he often does not know these things:

The carrying charges in terms which enable him to compare the price with other credit packages in other credit markets.

How soon after a lapse in payments the merchandise will be repossessed or his wages garnisheed.

How much it will cost him to get back what is repossessed.

What refund, if any, will be made if he pays any installments before they are due.

What legal fees may be charged against him.

What security he gives. Although he buys only a radio set, he may, without knowing it, give a lien on his automobile or a wage assignment.

Exactly what insurance is provided, even when he pays a special charge for the insurance.

Often he does know these things, although the majority of dealers want him to know all there is to know. But a simple disclosure law, fair to all sellers, would guarantee every buyer-on-time the answers to all these questions.

It should set up appropriate machinery for enforcement. That would help raise the behavior of the bad minority of installment sellers and finance companies to the ethical level which the best-behaved are now struggling to establish.

Readings for Unit 9

DATING: HOW TO HAVE A GOOD TIME AND COME OUT A BETTER PERSON¹

L. FOSTER WOOD

Dating may bring a growth in manliness and womanliness as each of the sexes brings out the best in the other. The boy or girl who dates with a number of those of the other sex is learning to recognize good qualities in all kinds of people and to adjust to persons with different ideas and patterns of behavior. Seeing the point of view of another, and learning to shape every situation with solicitude for the happiness and welfare of another person, is a great stimulus to personal growth. When we approach life in this way we find that there are fine people all about us, and that many who are undeveloped have at least fine possibilities.

When we have a date let us be sure to give the other a real date that he or she will look back upon with appreciation, and let us do this not for selfish reasons, or with the hope of any sort of reward in favors or popularity, but primarily to give an admired person a pleasant time. Incidentally, of course, that is the best way of insuring a good time for ourselves. Here are some pointers on how to do it:

1. **Offer your best self as a contribution to fellowship.** It is one-sided to show only the lighter side of our natures. On the other hand, it is a compliment to another person to offer one's best thinking, while it is hardly complimentary to talk only of superficial matters as if he or she were incapable of entering

¹ From *Character and Citizenship*, March, 1937.

into the deeper things of life. Small talk is useful in its place, but it should not be used exclusively. Ability to talk about things that really interest you, and to get others to talk about their interests, is much more of a social asset than mere cleverness. Humor is to be used like spice. No one wants it as an exclusive diet, nor does anyone want to be without it. Your date will not be seeking mere amusement, but will be wishing for comradeship with a real person. In this we do not mean, of course, that it is not worth while to have good stories or jokes, or even to look for them on occasion, but that they must be used with moderation.

The person who believes in life, and hence finds many interesting, fascinating, and admirable things through study, reading, conversation, hearing lectures, facing the issues of society, and especially through study of the lives of the most interesting and worth-while people, will be sure to have many things to talk about.

2. Show an interest in what the other is doing. One can help another person greatly through appreciation of the things which he or she has to do, and at the same time may add to one's own understanding. There is both pleasure and profit for young people who are studying the same subjects in discussing them together.

Young people may learn from and with each other, and the interchange of interests makes each a broader person. Mary is studying botany. Harry is a member of her class but is just now interested in learning the football signals. Each of these is a legitimate interest. Mary and Harry, if they have a date, can talk about their botany among many possible subjects. And Mary will, of course, take a special interest in football. She is proud of Harry and of his record on the team, and that helps him both in learning the signals and in playing. He is a better player because Mary is there to watch the game.

If Harry's team should lose, as must sometimes happen, Mary will be able to help him over the defeat, enabling him to see life more objectively; to realize that after all he played a good game and one cannot always win. Besides all this, there are many other things than football in the making of a

life, and the game life is going on continually. Mary, on her part, will be able to study her botany with more zest because she realizes that Harry thinks it is important to know the fascinating story of plants and flowers.

3. Cultivate the simple and inexpensive pleasures. Tennis, skating, attending athletic games together, going to the musical club or concert, reading together, walking under the trees or in the moonlight, looking at the bluebird in the tree with the blue sky overhead, watching the white sails out on the water, sitting on the beach and letting the sand run through one's fingers, studying the pebbles or the shells, noting the different kinds of birds, trees, or flowers, going together to find the first of spring, enjoying the most worth-while movies or radio programs, and discussing them together, cultivating fellowship with mutual friends—such activities as these give pleasure, and some of them are always available. Moreover, they can hardly be matched by the more expensive and less common satisfactions.

Lucy has a flower garden and talks about it to Everett. He encourages her by his interest and occasionally works with her to keep it in order or to plant some new variety, and they gain from the experience not only the appreciation of flowers, but an increased understanding of each other in an atmosphere of health and beauty.

If funds are limited, there is still much that can be done. If we cannot go to an expensive concert, we may hear it over the radio, or we may go with a friend to the art gallery or the park. A hike or a picnic may be better for acquaintance than a dance or a night club, and it will certainly be easier on the purse and more advantageous for the health.

Home games have been very popular at times, and they enrich our home life. The young person who has to get away from home to have a good time is unfortunately not developing the skills which will enable him or her to make the most of his family life in later years. There are more resources all around us than we commonly notice, and parents and children should work together to develop an attractive home life. Young people who are able to find many things in the home

and around it which are interesting now, can be pretty certain that they will be able to find many interests in later years when a happy home, which is one of the chief desires of life, will be their own responsibility.

Young people will want to consider having some of their dates with an atmosphere of home games or the clinking of lemonade glasses or the popping of corn or making candy in the kitchen or sitting together at the piano or working out some new trick of magic, and especially in getting the tone of the successful homes of today as part of the equipment of homemaking tomorrow.

4. Plan your good times carefully. At times we will want to work out our dates spontaneously as we go along, but on other occasions it will be well to plan them in advance as carefully as we think of other important matters in which we wish to succeed. The young person, therefore, should give thought to the various resources of gay conversation and good times together, and should have fertile yet elastic plans. This is much better than to feel that one does not know what to say or what to do next. In careful planning to give another a good time the nervousness of a diffident person can be largely dissolved away.

In the date, of course, the personal element comes first. The individual with you is more important than what you plan to do together, and yet through carelessness we may get along poorly even with a person whose companionship we value most highly. Find out what sort of plan, program, or activity pleases your date and go halfway, or a little more in that sort of plan, unless in your judgment the tastes of the other are actually undesirable.

Learning to like what other people like is a valuable accomplishment, and one which broadens the range of fellowships. Learn to take kindly to well-chosen pleasures which appeal to others. In pleasures, as in tastes, cultivation of a wholesome and varied range is a mark of the well-tutored person.

If some things which your date likes are a bore to you, it will be worth your while to find out why these things attract him. He is excited over some new game. You do not know

how to play it and see nothing in it. Well, don't you wish you did? It would be not only an exercise in learning to enjoy new things, but in getting a better understanding of people to find out what there is in this game that seems so attractive to him.

5. Be considerate of each other at every point. What pleases one person will not necessarily be agreeable to another. We can hardly treat all our friends with a sameness that overlooks their individuality. Study the tastes of each person. People are sensitive and appreciate one who understands them. They thrive on appreciation of the particular qualities of their own individuality and wither under one's neglect to understand them.

Courtesy and consideration are hallmarks of the finest relationships. A useful principle is not merely to seek a good time for oneself, but to be a part of a good time for another. A date for one's own happiness and regarded merely from that point of view may be an exercise in selfishness. If so, it is a step on a pathway toward final loneliness and frustration. People almost instinctively like those who show a concern for their interests. They will drop persons who are thoughtless, inconsiderate, and self-centered as neatly as they can.

6. Develop special gifts and talents in yourself and others. Whatever one's talents are, they should be brought to their best. If one has a gift for humor that raises the spirits, or for saying the tactful thing that enables people to pass more easily through difficult situations, or if he is able to play, to recite, to lead a game, to suggest the right thing to do next, and to take it gracefully if the suggestion is not adopted—these and all such abilities should be cherished and developed. Moreover, we should all get the habit of appreciating the gifts of others.

It is unwise and lacking in sense of proportion for one to use his own abilities so aggressively that he tends to crowd others off the stage. It is equally undesirable to belittle the things that others do, even though they may not do them well. We all do some things with less skill than we hope to have after further experience. For this reason we should neither be too discouraged if we cannot do things as well as we would like,

nor should we discourage others by coldness or by ridicule if their talents are not yet highly developed.

Any ordinary person who learns to do various things as well as he can, and who receives the efforts of others in a spirit of appreciation, will be an interesting person and will contribute to the growth of other individuals who associate with him. Ability to help others function at their best is one way of making sure that one will be a really valuable member of a group.

7. Avoid financial pretense and extravagance. Be yourself, and not an imitation of some movie star or financial magnate. Use money wisely, and do not think it unnatural if you have to economize. It is better to recognize one's limitations on the financial side than to act as though they do not exist. People will not be deceived, and they will doubt our wisdom if we try to make a show.

It is good sportsmanship for a girl, by tactful measures, to avoid allowing a young man to spend more money than his position and resources justify. She may indeed enjoy the tribute of having him want to spend money freely on her, but willingness to sacrifice the interests of another person on behalf of one's own self-esteem is one of the shortest routes to failure in friendship.

Right use of money is important, and wrong use of it leads to so many tragedies that young people may well give thought to the effect of their dates on their pocketbook and their financial habits. Friendship is the goal of life, but it should not be made so much of a financial luxury that it can be indulged in only sparingly. A girl who dates with several boys and allows each of them to spend most of his recreation money on her is a sort of social grafted. Girls, however, are often eager to have the young men who take them out avoid unnecessary expenditures, although sometimes they are puzzled as to how to get this over to the young men, fearing to offend them if they caution against extravagance.

In these days when so many young women earn their own money or have an allowance of spending money of their own, it is perfectly natural that there should be such arrangements

as "Dutch" dates or, in the case of those who are going together "steady," a joint fund for recreation. Some young people who have this sort of fund put into it a certain amount each, at regular intervals, and then when they go out together finance the date from the joint fund. This seems to be a good way of achieving financial fairness, as well as good practice in the wise use of money.

8. Be sincere and straightforward. Avoid all deceitfulness and double-dealing. The person most deceived is the one who thinks he can use cleverness and cover up crooked tracks by smooth words. People may be fooled occasionally, but they soon learn to protect themselves against the deceitful person by taking everything he says "with a grain of salt." This creates a terrible sort of insecurity around the person who is unreliable. He is not trusted. People hold him off at arm's length. He lives in a hollow world. If you have a date with one person and break it off for a date with another, assigning some deceitful reason for it, you end badly with someone and start badly with another.

Science tells us that we can trust the laws of Nature. Without this there could be no science. No more can there be satisfactory human relationships unless people can trust one another. There is a much-used phrase which says: "What people don't know doesn't hurt them." It is like many other half-truths, a dangerous principle to go on. Deceit hurts everyone. The person who practices it sooner or later develops a furtive type of personality. Only truth and sincerity bring out the best in people and in their fellowships.

9. Get the habit of speaking kindly of people. This will bring the positive note into our friendships and into our thinking, and it is to be desired not merely because unkind things which we say tend to get themselves repeated, but because it is much more constructive to look for the best in people than to concentrate upon their imperfections. Little is gained from going over the faults of other people, but we may learn much through seeking things which may be commended. Whether speaking about friends or members of one's family, it is more inspiring and possibly more just to them to look for the best.

In the same spirit, it is well to take a hopeful view about things and about life, rather than to complain when there seems little to do about things. Often when there seems to be little, there is really very much that is worth while, if we only develop ability to see it. This often means cultivating resources of insight in oneself. Happiness is not found by a desperate search, but is released from within. Therefore, a conversation with any friend about positive and constructive things gives a better tone to that friendship than any amount of fellow-feeling in mere harsh criticism of people or of things.

10. Let your personal friendships be built into a background of good influences, such as homes, churches, educational and special-interests groups. Go where people of fine quality are, and you will learn from their ways. We take the stamps of our surroundings to some extent. But even more, we take on a quality of personality through attempting, wherever we are, to contribute to the best in group life, and to raise the level of any group in which we may be.

There is such a thing as cultivating personal friendships within a circle of fine group friendships. Some of our dates will have a group background of this sort, and on different occasions one may wish to date with various members of the same group. This is desirable for increasing the range of fellowship. Moreover, a variety of contacts tends to wear off our idiosyncrasies.

WHAT KIND OF GIRLS DO BOYS LIKE?¹

FRA NK HOWARD RICHARDSON

The boy we are talking about likes a girl to think about him, rather than about herself. And that means he likes her to try to put him at his ease.

The best way to do this is to talk when he doesn't feel like talking, or doesn't know what to say; but to do it with a watch-

¹ From the *American Girl*, April, 1937, pp. 13 and 50 Reprinted by permission of the author

ful eye for the time he wants to begin to talk. And when he does, he's quite likely to want to talk about himself! Well, if and when he does, let him. If I were to give a girl one formula that is almost guaranteed to make a boy like her, it would be this: "Get him started talking about himself, and then listen interestedly."

But you can't do this, and get away with it, unless you really are interested in people; the sham is transparent. But if you possess a real interest in other human beings, you have something that beats the best "line" any other girl may pride herself on possessing.

Next, let him know that you are enjoying yourself when you are with him, and that you appreciate what he may do to entertain you. That doesn't mean that you should rave, or effervesce, or be "girlish" over whatever it is that he is doing for you. It does mean, however, that you let him see you are appreciating his treat, whether it is costly or inexpensive.

If it happens to be inexpensive, be especially careful to manifest your appreciation. For unless he's downright stingy—and not a great many boys are that—the chances are that he's pretty sensitive over the fact that what he is offering you isn't costing more. You may be sure there is some good reason why he is not spending much; and, if you are wise, you will assume that it's for the best reason of all—that he hasn't it to spend. You'll probably be right.

If you let him suspect that you think him a tightwad, you may give up any expectation of seeing him again. That is one of the slights that a sensitive boy does not easily forget. And remember, the boy we are talking about is sensitive; we are safe in saying that, for almost every boy, no matter how hard-boiled he tries to appear, is sensitive.

If you want to know something that will make you popular with boys, and their parents too, try making one spend less on you than he expected to do. It's a sure-fire hit; it never fails to register! It is amazing how many girls there are who suggest that boys spend money in entertaining them. It may be for a movie, or merely a soda at the drug store, but it is an effective way to make sure of not being taken out again.

Here's a suggestion that covers a dozen things almost any boy likes, "Be natural." After you once make up your mind to do this, it's a thousand times easier and pleasanter than being the things so many girls try to be. For instance, if you are large for your age, and naturally move rather slowly, don't try to flit like a humming bird. If you are by nature frank and open, don't try to be kittenish. If you are more at home when you are serious, don't try to clown. If you do, you may succeed in being one—and most boys think that's pretty deadly, for a girl.

Be natural about your laughing, too. Giggling girls get on a boy's nerves—unless he happens to be giggling, too! And don't laugh at the wrong time, or at the wrong people. If you want to play safe, don't laugh at anybody; if you do, you may be laughing at someone whom the boy is fond of, or respects. Making fun of people behind their backs can be lots of fun, but it is never kind, and it may be dangerous. For a boy always has a sneaking suspicion that the girl who laughs at everyone else, probably laughs at him too, as soon as his back is turned. And that doesn't help, either.

If you like to dance, do it as well as you possibly can. But remember, many boys do not enjoy dancing. If the boy we're discussing happens to be one of those who doesn't, he'll appreciate it a lot if you suggest doing something else occasionally. The same thing holds good with bridge. After all, there are other things in the world that are fun.

You probably can't beat boys at their own sports. If you do, Heaven may forgive you, but the boy you defeat never will. Play games as well and as hard as you can, if you want to; but don't expect success to endear you to your defeated competitor. And be exceedingly careful about wearing masculine-looking clothes. Most men and boys like girls who are feminine, and resent any attempt on their part to appear masculine. Do you like effeminate boys? If you do not, you will understand how they feel about mannish girls.

Don't be one of those girls that boys dread because of their freedom about using the telephone. It's bad enough when they're at home, and have to stand the razzing of dads and

brothers, and the annoyed looks of mothers. But when it comes to receiving telephone calls at the office—if the boy is old enough to have a job—that's pretty apt to be fatal to friendship. A young man who has been called down by his boss because some girl was inconsiderate enough to telephone him repeatedly during business hours, isn't likely to find anything about her that he likes.

One more "don't," and then I'm going to stop advising you. Don't be one of those foolish girls who writes sentimental or slushy notes to boys. Yes, girls do that—if you'd talked with boys as I have done, you'd be surprised. Such letters are not necessarily confidential. I remember a group of boys in college who howled riotously over the confidences of a girl's letter. Rotten on the boy's part? Of course it was! But a clever girl will not put herself into a position where she can be humiliated.

CHOOSING A HOME PARTNER¹

NEWELL W. EDSON

In no other life situation is it so difficult to be honest with oneself as in mate choosing. For love is a shameless falsifier, and we are so apt to accept his judgments without question. If you can then set yourself some simple standards and apply them honestly before love befuddles your judgment, you will have a better chance to choose wisely than the young man who closes his eyes, is driven on by the beat of his pulses, and trusts to luck. What are some of these standards?

First, a girl closest to your ideal. That ideal you should make as concrete as possible. For many men it is pretty close to that built around their mother. It is not static, but will change as you grow and as you come to know more about girls and women. Try to keep it a practical ideal.

Second, and this point is quite as obvious as the first, a girl of sterling character. As chief counsel and guide of yourself,

¹ From a booklet of the American Social Hygiene Association, New York, 1925. Reprinted by permission of the author

the herself-yourself combination, your children, and the coterie of relatives and friends who cluster about your partnership, she will need a solid core of fairness, honesty, courage, responsibility, self-control, common sense, an unshakable belief in the right, and a reverence for God. You will probably want to add more to this list. It won't hurt if there is appended a generous fund of sunniness and a broad sense of humor.

Third, a girl who perennially interests you in thought, speech, and action. You like to watch her facial expression as she reacts to various situations, you are absorbed in her manner of meeting events and people, her ideals not only please you but intrigue you. You ever respond to her mentality, her sympathy, the unfolding of her viewpoint. No boredom here! No falling back on radio, movies, or friends to fill the gaps or make the partnership endurable. Your interest in her is always fresh.

Fourth, a girl in whom you have confidence. This involves knowledge of her, a genuine respect for her, and a solid approval of what she stands for and does. You are sure of her and of what she will do, because you know her. Holdbacks, reservations, the failure to be wholly aboveboard will deal cruel blows to confidence. Especially must your respect for her be genuine and not merely an emotional glow. The respect of others and her respect for herself will help determine your own. Solid approval, pride in her, your backing of her, not from a sense of duty but because you can't help it, are tremendously necessary to her poise and self-respect. Mutual confidence is the basis for frankness and fair play, for trust and relief from anxiety. It is the very essence of love and of a successful home partnership.

Fifth, a girl you can live with and who can live with you. Continuous and intimate relationship necessitates the ability and willingness of both to make constant adjustment. How does she meet the unexpected, including yourself? Does she help or hinder you in emergencies? Can she lead where you fail? And does she? Can you be together for long periods without friction? Without getting on each other's nerves? (You'll have to be keen at this point, for if she has skill in

emotional control, it may be hard for you to detect how you affect her, even if she doesn't try to conceal it from you.) Are you both conscious of a cooperative spirit, a willingness to share alike and to give and take equally, without bitterness and with sympathy?

Sixth, a harmony of tastes, standards, and conduct, with no serious clashes. A lack of this harmony is the chief cause of marital shipwrecks. Not only are common interests necessary, but they must fit together. You need to like her viewpoint, both because it coincides with and because it differs from yours. Differences in finances, morals, child care, personal habits, social status, and religion often strain a partnership to the breaking point. The time to sift these differences is before marriage, not afterward. In some instances you must mutually "agree to disagree."

These last four "standards" are usually the basis for genuine love, practically *sine qua non*.

Seventh, a girl ordinarily well. There will be unexpected demands of all sorts on her strength and endurance by her mate, children, relatives, and friends, despite your skill in protecting her, and she will need good health to meet these demands.

Eighth, a mate of skills—skills of hand, of head, of heart. How does she manage finances and people, especially children? What can she do by way of hobbies and games and the worthwhile use of leisure hours? Has she learned the art of cheer? You can balance a permanent smile against a permanent wave without hesitation! Deftness in dress and cooking and correspondence and music are valuable assets, but far more valuable are deftness in keeping children busily happy, in smoothing out the annoyances of family members, in leading boys and girls to prefer the right because it is the right, in keeping before you the vision of what your home partnership can be.

Ninth, a mate worthy to be the mother of your children, as you are worthy to be the father of hers. What she can bring them by way of body and mind and temperament will be indicated not only by herself but by her family. And remember that these children inherit, too, from you and your

family. Sound parents usually beget sound offspring. But you want, too, as their mother, a woman who desires children and is willing to undertake the responsibility for training them. Unwanted children are hardly a blessing in a home, and they are apt to be woefully pathetic figures. But a mother, especially today, needs to be an educator of the highest degree. She, probably more than any other person, shapes their characters in the early years of home training; she guides their habits, she exemplifies their ideals, she sets their attitudes and their prejudices along with the words she teaches. Your choice of a mate will indicate pretty clearly your own educational standards.

Tenth, a girl who brings out your best. After every contact with her, you feel yourself a finer man. She gives you new inspiration, fresh ideals, a more balanced courage, finer sensibilities. She is without question "your best bet." This is the most important standard of all.

Somewhere in the circle of your friends and acquaintances, either present or prospective, is the right mate for you. She is worth seeking diligently. If she attracts you strongly and you seem to attract her, and if in the main she fits your standards, risk the rest. Think what she is risking in you! When your heart and head beckon approval, love need not be laggard in following after. After all, love is a great adventure. Fare forth boldly, young man. For he whose pulse beats high and whose courage is strong, will risk much to gain much.

COMMON INTERESTS AND COMRADESHIP¹

SIDNEY E. GOLDSTEIN

A young man and a young woman may be greatly attracted to each other because of certain elements that enter into their personality, and still may find that they differ so widely in other ways that it is impossible for them to live together in harmony. One couple, typical of many, married after an ac-

¹ From *Meaning of Marriage and Foundations of the Family* (New York: Bloch Publishing Company, 1940), pp. 35-37.

quaintance of only six weeks. They thought they were in love with each other, and to a degree this was true. After three months or less of married life, however, they discovered that their love for each other was based upon only a small section of each other's personality. Outside of this small section they differed so greatly that constant disagreement was inevitable. They differed in background, in attitude, in outlook on life. Their only hope of adjustment lay in a complete re-education of both. Whether they can re-educate themselves and re-adjust themselves to each other, only time could determine.

Temperament is one of the elements that men and women should carefully study in themselves and consider in each other. Temperaments are like chemicals. Some come together and merge and produce in their merging something that is new and beautiful. Other chemicals come together and merely create an explosion. A marriage that is filled with conflicts and explosions cannot possess any degree of permanency.

. . . If the husband wishes to sit home and rest and read and the wife wants to spend her time in dancing and exciting adventures, the outcome is obvious. The old adage that opposites should marry is without foundation in psychological facts. In only exceptional cases are they compatible. There is no doubt whatever that some people are temperamentally incompatible and cannot meet without irritation and antagonism developing even against their will. . . . The trouble is that young people do not seem to understand the importance of temperament as a factor in married life and are misled by the urgency of factors that are of less significance or that are only intermittent in their expression.

ORIENTAL MARRIAGE¹

ARTHUR E. HOLT

In India. Some years ago, while traveling in the backwaters of the rivers which flow into the ocean in South India, I saw

¹ From *The Fate of the Family in the Modern World* (Chicago Willett, Clark & Company, 1936), pp. 9-17

a young lad come out of the forest followed by a beautiful young girl. The two took their seats in a boat and rowed off out of sight down the river. My companion, a native of Travancore, remarked to me: "There goes a young lad home with his bride. Probably he never saw her until this morning and he is taking her to his father's home." I remarked to my friend, "Did the young man have a chance to choose his bride?" "No," he said, "his parents did that for him. He has had very little to say about it." My Indian friend was acquainted with Western ways and, sensing my unexpressed doubt about a system which allows for no preliminary love-making in marriage, he remarked: "You Westerners fall in love and marry afterward. Here people marry and fall in love afterward. And," he added, "there is much to be said for our system."

While I was living in Calcutta I watched across the street from my place of residence a wedding ceremony which lasted over the better part of a week. There were processions with bands, riders mounted on camels, elephants and horses, gold- and silver-plated automobiles, banquets, and formal and informal visits. The bride was six years old and the groom was eight. They looked like toy people as they sat in a marvelously decorated car and rode away in the wedding procession. The affair was really a state occasion between two families. The bridegroom had had nothing to say about the planning of it. The families were hurrying it through before the passage of the Saarda Act which made such early marriages illegal in India. These children were going to join a larger family made up of grandfathers, grandmothers, aunts, uncles, cousins. They would know nothing of the responsibilities which two young people in the West take upon themselves when they establish a new home. They were not called upon to be self-supporting. Practically all the important questions in the procedure and in their later life would be settled by the elders. "Theirs not to reason why. . . ."

In China. Here again we have the larger family taking control of the affairs of the married couple. From the imperial palace down to the lowest coolie's house every family must have a shrine with wooden tablet bearing in writing the names

of sacred ancestors. The controlling principle of the family is reverence for these ancestors, and the object of the family is to carry on that sacred stream of humanity which flows through the ancestors. To them a sacrificial ceremony, however simple, is performed at least three times a year. The book of rites says the object of all ceremonies is to bring down the spirits from above. In funeral rites the calling back of the soul of the deceased plays an important part. Sacrifices of food and clothing, designed to make the spirit happy, have in later years replaced the earlier elaborate offerings. In ancestor worship, then, will be found the reason of the Chinese family's existence. The purpose of marriage is the procreation of sons to carry on the family line.

The Chinese family is patriarchal, . . . On the death of the father the oldest son becomes head. . . . Inside the house, the wife of the oldest male of the oldest generation is head. She manages the home and the daughters-in-law and supervises the work and home industry.

Five social virtues are emphasized in the family: filial piety, reverence for elders, faith between husband and wife, loyalty to the sovereign, and sincerity among friends. For every individual his ancestors are links in the chain which joins the Chinese to eternity.

Instead of free courtship between young men and women, such as we know in the romantic marriage, arrangements in China are taken in hand by the parents or by a middleman with the parents' consent. The agreement of the parents is as binding as is the marriage itself. . . . A dowry paid by the man's parents to the girl's parents is supposed to cover what has been spent on the girl from her birth to her wedding—since she now ceases to be a part of her family and becomes a part of her husband's family.

The marriage ceremony is somewhat as follows: The groom sends a red chair with a member of his family—an uncle or someone who has many sons—to the home of the bride; the bride returns in the red chair and crosses the threshold of her husband's home. Bowing to the family spirits and to the mother and father of the groom, the bride acknowledges al-

legiance to them. Eating wedding cakes together and drinking together from the same cup of wine, the bride and groom acknowledge their allegiance to each other. The bride is welcomed into the family by an aunt, or some woman of the husband's family who is a mother of sons. Now that she has become a member of the family, she owes her loyalty to it.

A TEST OF LIVING¹

JOSEPH FORT NEWTON

To be happy in any real sense marriage must be a partnership, an honest sharing of life—its experiences and expenses, its responsibilities and renunciations, its joys and ills. When one party desires to dominate, it ceases to be a duet and becomes a solo, or a discord, and the golden circle is broken. Here lies the commonest cause of friction in marriage, making it a thing to be endured, not enjoyed, to judge from the letters that reach me. . . . One correspondent says:

Two men cannot ride the same horse, unless one rides behind. The same thing is true in riding the mare of marriage, if it is not to be a nightmare. Since both cannot ride in front one must ride behind. If the one riding behind is the taller of the two, he can look over the shoulder of the other, and see farther. Indeed, he may enjoy the journey more and see more of the scenery. Too many people enter marriage without knowing anything about it. They think it is all roses and romance, forgetting the rough places along the way. When they come to the little jolts—which hurt worse than the big ones, sometimes—they lose their balance and fall off. If they are childish and weak and short of wind, the divorce court is their first thought. If they have any backbone, any common

¹ From "The Marriage Muddle," the *Christian Century*, April 27, 1938,
p 523.

sense, any religion, they ride behind if need be and go on. Some folk ought never to marry at all; they are too sensitive, too touchy, too brittle, too selfish—they call it being sophisticated—to make a go of it. Shared doubts and fear are no basis for marriage; only shared faith and love and pluck can make it happy.

Not often has sounder wisdom been put into fewer words, or in a better spirit. Writing out of years of untoward vicissitude, my reader sums up a whole chapter of the Book of Life, mixing the acid of good sense with the oil of good humor:

Home happiness is built upon the love-life of a man and a woman; it asks for the courage, charity, and patience required of us in this jostling human pilgrimage, aided by tiny bits of homey wisdom, little arts, skills, refinements, and refreshments, to lighten the tension and tighten the tie. It is a shared life, and the more two people have in common the richer their common life will be. . . . For those who not only live together but grow together as life deepens, marriage becomes a living sacrament.

MARRIAGE COUNSEL, PHILADELPHIA¹

Special counseling centers are established in several cities, as experience has shown that the need of counseling on marriage and family problems is widespread and urgent. Here those who desire advice before and after marriage may have confidential interviews with people qualified to be helpful. Below is a statement of one such counsel. In many communities educators, judges, social workers, physicians, clergymen, public health workers, and wise citizens are recognized sources of good advice.

¹ A summary of the announcement of the Philadelphia Marriage Counsel, established in 1933

Purpose. To help young married couples and those contemplating marriage to a better understanding of what companionship in married life involves, and thus to help them avoid some of the causes of marital difficulties.

Methods. Confidential interviews to give young men and women an opportunity for frank discussion, for obtaining reliable information, and for relieving anxiety about the unknown. For those who desire further specialized consultation, such as medical examination, psychological tests, legal or religious advice, lists of specialists are available.

Discussions and courses on preparation for or adjustments in marriage can be arranged for local and outside groups. Then there are seminars with professional groups, such as physicians, ministers, educators, and social workers for the study of particular problems, and methods of approach. An up-to-date lending library of carefully selected books and pamphlets on marriage and family relationships is available in the office. Pamphlets from United States Government bureaus, Catholic, Jewish, and Protestant churches, the American Social Hygiene Association, the National Health Council, and other organizations are for sale at cost.

Support. The Marriage Counsel is supported by fees for its services, by membership, and by voluntary contributions. The usual minimum fee for counseling interview is \$3.00. Upon adequate evidence of client's inability to meet the fee, it may be reduced or waived. When consultation with a specialist is desired individual arrangements are made in each case. Membership fees range from \$2.00 to \$25.00 or more.

Readings for Unit 10

MINIMUM MARRIAGE-AGE LAWS¹

STATES	MINIMUM MARRIAGE AGE (IN YEARS) SPECIFIED IN LAW		AGE (IN YEARS) BELOW WHICH CONSENT OF PARENTS IS REQUIRED	
	Boys	Girls	Boys	Girls
Alabama	17	14	21	18
Arizona	18	16	21	18
Arkansas	17	14	21	18
California	18	16	21	18
Colorado	(*)	(*)	21	18
Connecticut	16	16	21	21
Delaware	18	16	21	18
District of Columbia	18	16	21	18
Florida	18	16	21	21
Georgia	17	14		18
Idaho	(*)	(*)	18	18
Illinois	18	16	21	18
Indiana	18	16	21	18
Iowa	16	14	21	18
Kansas	18	16	21	18
Kentucky	16	14	21	21
Louisiana	18	16	21	21
Maine	16	16	21	18
Maryland	18	16	21	18
Massachusetts	18	16	21	18
Michigan	18	16		18
Minnesota	18	16	21	18
Mississippi	(*)	(*)	21	18
Missouri	15	15	21	18
Montana	18	16	21	18
Nebraska	18	16	21	21
Nevada	18	16	21	18
New Hampshire	20	18	20	18
New Jersey	(*)	(*)	21	18
New Mexico	18	16	21	18

* Common-law marriage age, boys 14, girls 12

¹ Courtesy of the Children's Bureau, U S Dept of Labor. This table was checked by the Children's Bureau and it was found that no changes have occurred in any legislation that was enacted in 1940 that is now available

MINIMUM MARRIAGE-AGE LAWS, cont'd.

STATES	MINIMUM MARRIAGE AGE (IN YEARS) SPECIFIED IN LAW		AGE (IN YEARS) BELOW WHICH CONSENT OF PARENTS IS REQUIRED	
	Boys	Girls	Boys	Girls
New York	16	14	21	18
North Carolina	16	14	18	18
North Dakota	18	15	21	18
Ohio	18	16	21	21
Oklahoma	18	15	21	18
Oregon	18	15	21	18
Pennsylvania	16	16	21	21
Rhode Island	18	16	21	21
South Carolina	18	14	18	18
South Dakota	18	15	21	18
Tennessee	16	16	18	18
Texas	16	14	21	18
Utah	16	14	21	18
Vermont	16	14	21	18
Virginia	17	15	21	21
Washington	(*)	(*)	21	18
West Virginia	18	16	21	21
Wisconsin	18	15	21	18
Wyoming	18	16	21	21

COULD THIS BE TRUE IN YOUR STATE? ¹

Paul and Jack had always done things together. When they were fourteen they both got jobs as soon as the school term ended.

Paul, who worked for a factory that shipped its products into other states, lost his job in the fall when the Fair Labor Standards Act of 1938 went into effect. So he decided to go back to school. He was a few weeks late, but the teacher said he could soon catch up with his class if he studied hard.

Jack's job was in a local butcher shop, where the hours were long and the boss had never bothered to get guarded grinding and slicing machines. This shop did not come under the Fair Labor Standards Act, as none of the products of the shop were sent out of the state, and Jack kept right on working all winter.

"You thought your job was so grand," crowed Jack to Paul. "Now I have the laugh on you." But one night when Jack

¹ From *Fair Labor Standards for Children*, Folder No. 6 of the Children's Bureau, U. S. Dept. of Labor, 1939.

was working overtime and had not had time to stop for supper, his hand slipped—or his timing was poor—or perhaps his attention wandered for a minute. However it happened, the meat grinder caught two of his fingers and crushed them so that they had to be cut off at the first joint.

"I guess it's your turn to laugh," said Jack with a crooked sort of grin when Paul came to see him in the hospital. "With two short fingers, maybe I'll never be able to learn the skilled trade I've always wanted to learn."

But Paul did not want to laugh. "It's not fair," he said. "Why doesn't our state pass a law like the Fair Labor Standards Act that would apply to every industry in the state and give the same protection to everyone?"

Readings for Unit 11

AN EARLY VICTORY¹

CARL EWALD

My little boy is given a cent by Petrine with instructions to go to the baker's and buy some biscuits.

By that which fools call an accident, but which is really a divine miracle, if miracles there be, I overhear this instruction. Then I stand at my window and see him cross the street in his slow way and with bent head; only, he goes slower than usual and with his head bent more deeply between his small shoulders.

He stands long outside the baker's window, where there is a confused heap of lollipops and chocolates and sugar-sticks and other things created for a small boy's delight. Then he lifts his young hand, opens the door, disappears, and presently returns with a great paper bag, eating with all his might.

And I, who, Heaven be praised, have myself been a thief in my time, run all over the house and give my orders.

My little boy enters the kitchen.

"Put the biscuits on the table," says Petrine.

He stands still for a moment and looks at her and at the table and at the floor. Then he goes silently to his mother.

"You're quite a big boy now, that you can buy biscuits for Petrine," says she, without looking up from her work.

His face is very long, but he says nothing. He comes quietly in to me and sits down on the edge of a chair.

¹ From *My Little Boy* (New York: Charles Scribner's Sons, 1906), pp. 289-292

"You have been over the way, at the baker's."

He comes up to me, where I am sitting and reading, and presses himself against me. I do not look at him, but I can perceive what is going on inside him.

"What did you buy at the baker's?"

"Lollipops."

"Well, I never! What fun! Why, you had some lollipops this morning. Who gave you the money this time?"

"Petrine."

"Really! Well, Petrine is certainly very fond of you. Do you remember the lovely ball she gave you on your birthday?"

"Father, Petrine told me to buy a cent's worth of biscuits."

"Oh, dear!"

It is very quiet in the room. My little boy cries bitterly and I look anxiously before me, stroking his hair the while.

"Now you have fooled Petrine badly. She wants those biscuits, of course, for her cooking. She thinks they're on the kitchen table and, when she goes to look, she won't find any. Mother gave her a cent for biscuits. Petrine gave you a cent for biscuits and you go and spend it on lollipops. What are we to do?"

He looks at me in despair, holds me tight, says a thousand things without speaking a word.

"If only we had a cent," I say. "Then you could rush over the way and fetch the biscuits."

"Father . . ." His eyes open very wide and he speaks so softly that I can hardly hear him. "There is a cent on mother's writing table."

"Is there?" I cry with delight. But, at the same moment, I shake my head and my face is overcast again. "That is no use to us, my little boy. That cent belongs to mother. The other was Petrine's. People are so terribly fond of their money and get so angry when you take it from them. I can understand that, for you can buy such an awful lot of things with money. You can get biscuits and lollipops and clothes and toys and half the things in the world. And it is not so easy either to make money. Most people have to drudge all day long to earn as much as they want. So it is no wonder that

they get angry when you take it. Especially when it is only for lollipops. Now Petrine . . . she has to spend the whole day cleaning rooms and cooking dinner and washing up before she gets her wages. And out of that she has to buy clothes and shoes . . . and you know that she has a little girl whom she has to pay for at Madam Olsen's. She must certainly have saved very cleverly before she managed to buy you that ball."

We walk up and down the room, hand in hand. He keeps on falling over his legs, for he can't take his eyes from my face.

"Father . . . haven't you got a cent?"

I shake my head and give him my purse:

"Look for yourself," I say. "There's not a cent in it. I spent the last this morning."

We walk up and down. We sit down and get up and walk about again. We are very gloomy. We are bowed down with sorrow and look at each other in great perplexity.

"There might be one hidden away in a drawer somewhere," I say.

We fly to the drawers.

We pull out thirty drawers and rummage through them. We fling papers in disorder, higgledy-piggledy, on the floor: what do we care? If only, we find a cent. . . .

Hurrah!

We both, at last, grasp at a cent, as though we would fight for it . . . we have found a beautiful, large cent. Our eyes gleam and we laugh through our tears.

"Hurry now," I whisper. "You can go this way . . . through my door. Then run back quickly up the kitchen stairs, with the biscuits, and put them on the table. I shall call Petrine, so that she doesn't see. And we won't tell anybody."

He is down the stairs before I have done speaking. I run after him and call to him:

"Wasn't it a splendid thing that we found that cent?" I say.

"Yes," he answers, earnestly.

And he laughs for happiness and I laugh too and his legs go like drumsticks across to the baker's.

From my window, I see him come back, at the same pace, with red cheeks and glad eyes. He has committed his first crime. He has understood it. And he has not the sting of remorse in his soul nor the black cockade of forgiveness in his cap.

The mother of my little boy and I sit until late at night talking about money, which seems to us the most difficult matter of all.

For our little boy must learn to know the power of money and the glamour of money and the joy of money. He must earn much money and spend much money.

SMALL BUT GREAT WORDS¹

LYDIA LION ROBERTS

If a parent says "please" to a child, the child is certainly more likely to reply "thank-you." It is a case of use and repetition of the words themselves, rather than the idea of pressing a button and expecting a "please" to drop out at a required and special time. Sometimes adults seem to think that the proper time and place for politeness is only with other adults, forgetting that a child respects, loves, and wants to emulate those who treat him like a person. Or an adult may be pleasant and polite to a child not his own, overlooking the fact that politeness, like many other good things, should begin at home. As soon as a child understands words, he can understand a "please" and "thank-you" addressed to him, and later will repeat them, imitating the tone in which they were spoken and exhibiting the attitude back of the words.

A father and mother may not only teach their boys and girls the use of polite words by example, but actually increase the children's self-respect and poise by constant use in the home of those small but great words that are such charming aids to happy family life.

¹ From the National Parent-Teacher Magazine, April, 1938, p. 11

GROWING UP WITH FATHER¹

ESTELLE BARNES CLAPP

One experience which stands out in my mind shows how a little incident will strike a responsive note in a child. During my last year or two in grammar school I was shy of boys. One Saturday afternoon when my father and I were out walking, an older boy passed us and sang out, "Hello, Estelle!" I cast my eyes demurely to the ground and mumbled an incoherent, "Lo." After the boy had passed, my father turned to me, his eyes flashing scorn and contempt. He exploded, "For heaven's sake—SPEAK UP! Show some cordiality and enthusiasm when people greet you. Don't be a milkmaid." I can still remember this burst of indignation. When I grew to adolescence I carried my father's banner of enthusiasm with me and found that boys and girls were pretty much alike in their response. Enthusiasm is contagious.

CHILDREN NEED HAPPILY MARRIED PARENTS²

FRANCES BRUCE STRAIN

A child in the home is its barometer, for children are sensitive to unseen forces. Their spirits rise and fall with the fortunes and misfortunes of those about them. Long before a child understands words, he understands smiles, frowns, tears, or gestures of happiness and sorrow, love and hate, hope and fear. He does not understand, usually, the cause of these emotions (do we, always, ourselves?), but they affect his spirit, enter into him, and cloud or brighten his day. Like a man or woman deprived of sight or hearing, he seems during his early years when his speech is limited to be more acutely attuned to other and subtler impressions.

Particularly is a child attuned to everything that concerns his father and mother. They are his larger, expanded self. He meets the world through them and he meets them through

¹ From *Child Study*, March, 1939, p. 139

² From the *Parents' Magazine*, October, 1936, pp. 19 and 60

each other. Whatever affects them affects himself, for he identifies himself with them. . . .

Quarreling between husband and wife makes an even deeper impression on children than gossip. Because of their affection for both parents, their own natures are thrown into conflict and subsequent tension. Children are torn between their two loyalties. Even when the disagreement does not reach the point of harshly spoken words or acts of unkindness, the sting of it is in the air, pricking and distressing young minds. When the disagreement does flare into an open quarrel in the presence of the children, parents are led to try to justify these outbreaks by explanations. They cannot and should not. A child's mind is not suited to cope with the complexities of conduct and the motives lying back of domestic discord. More than that, such quarrels are so often not traceable to logical cause, but are imbedded in the purely personal relationship of husband and wife. Helpless, most children must merely wait until the storm has passed. Once in a while they attack the problem themselves.

Sandy found his mother in tears. "Cruel, cruel Daddy," she said, "makes poor Mother cry." After an hour or more, when mother had begun to forget her troubles a bit, Sandy brought a sheet of paper and held it for her to look at.

"This," said Sandy, pointing to a drawing of doubtful legs and arms, "is Daddy, and this"—he pointed to a small spiral up in the far corner—"is the cruel."

Of course mother laughed heartily and when father came home received him happily and handed him the drawing, saying, "Sandy has been casting out devils." Children show a fine tolerance for frailties and a fine spirit of forgiveness that older people might well imitate.

CHILDREN ARE PEOPLE AFTER ALL¹

A FATHER

I am an unscientific father just having a lot of fun with my two boys. We give vent to the vivid imagination of boys, ex-

¹ From the National Parent-Teacher Magazine, March, 1936, pp. 16 and 24.

plore the world, relive history, fight Indians, march with Cortez, sail with Columbus, stage a circus, and never leave the backyard.

We get tools and work about a bench. We build a schooner and a square-rigged ship that will sail on the pond in the park; we make a locomotive from an old toy auto that the kids used to ride in, with a dinner bell, a flashlight for the headlight, and a big flour can for a boiler—just an elegant locomotive; we erect a playhouse. The fact is, when we get with those tools and a few boards, we may construct an Empire State Building or a Brooklyn Bridge or just a doghouse.

We have a model electric railroad, with over 400 feet of track, sidings, signals, yards, towers—indeed, everything that a regular railroad has, even a few good wrecks. We build grain elevators, cities, and towns; paint scenery; and landscape the railroad. We learn a lot about electricity and build telegraph lines, telephones, short-wave sets. We have construction sets with which we build towers, bridges, steam shovels, and all kinds of things. We hook up a motor and turn all manner of wheels . . .

With a ten-cent globe, you can show even little children a lot about geography. "See that little dot? There's where Billy lives. There's Africa where the lions, elephants, and monkeys live. Remember that white polar bear we saw at the zoo? His mommie and daddy live up here on that white spot. And there is Switzerland, where Jean came from." You can take an electric light and show them about the sun. It's a great game showing them what time it is in China, Russia, England, and California. They will look at the clock and want to know the time in Africa or if the little boys in China are getting up to have their orange juice and cereal. . . .

But we don't have to go far to have an interesting time. We build birdhouses, and last summer as many as twenty different kinds of birds were about our place. Plant a garden. Children love to watch plants grow. Collect leaves of different trees; gather wildflowers; build snowforts and snowmen; get the sleds and go coasting. Winter and summer there is always a lot right around us that can be made a source of instruction

and entertainment. Ride a horse, swim, fish, get out the boxing gloves. I look forward to the day when I can use the foils with my older boy. . . .

It doesn't cost a cent to look at the stars above our heads, and it is easy enough to build a telescope. Some students came up on my place not long ago and my little fellow, then seven, was thrilled with a telescope that they were using. Even an old almanac has material that you can use to make an entertaining story for children: the changes of the moon and tide, the story of the months and their names, the historic events listed in the month. It's beyond me how it is that people are stumped to know what to do or are ever at a loss for something to keep Willie busy. All this interesting world is about us. A lot of it costs nothing more than the use of a little gray matter and some imagination.

There is so much that can be done to make boys think, plan, construct, and carry out their ideas, develop initiative and independence, together with a practical knowledge of the world about us. A year ago about six youngsters planned a big camping expedition by a spring in the woods about 200 yards from our house; none was over twelve years old. My boys invited me to join. The pack train had been moving out with supplies all afternoon. I went over to spend the night. As I drew near the camp, a sentry called: "Halt. Advance and be recognized." I did, and gave the password. There was the tent, and a roaring campfire. We sat about the fire and I told them stories of the winning of the West until some heads began to nod, then we posted the old dog, Sport, for sentry for the night and rolled ourselves in blankets. At 5 A.M. we turned out, built a good fire, cooked breakfast; then the expedition broke camp and marched home, where they ate another breakfast. That was a grand and glorious experience which the boys planned all themselves.

CHILDREN LIKE TO WORK¹

MARGARET ILSLEY DE MAR

All afternoon the children had been playing on our little beach and in the lake. They had made sand castles and ditches and dams. They had sailed boats. They had been swimming with their own self-taught dog-paddle.

All that long hot afternoon, as I kept one eye on them out my kitchen door, I had worked. I had washed dishes and swept the kitchen. I had fed the baby twins and cared for them. I had brought in the wash, folded the diapers, and done the ironing. I had prepared supper. All afternoon long I had envied the children their carefree fun.

When I called them in to dress for supper, five-year-old Bob came in with a grouch. He would not do anything. Impatiently I spoke: "All afternoon you have been having fun. Now get busy and get ready for supper."

He turned on me with indignation bristling all over his determined little self. "You have all the fun," he declared.

"I have fun? What have I been doing to have fun?" I asked in amazement.

"You take care of the twins and you cook the food," he replied.

Ever since that day I have been trying experiments in an attempt to get to the roots of this problem of work. I have seen many things happen in my busy household. But it is only today, some four months later, that the solution of the problem has come tumbling into my lap.

To go back to the day when Bob protested. All afternoon he had been playing. . . . What did he have to show for it? Nothing except toys to put away and wet clothes to change. But I had several tangible results to show: a pile of clean clothes, two smiling babies, and an appetizing supper for small hungry mouths.

Contrast Bob's afternoon of play with another day when he and I made mincemeat, fruit mincemeat that even little

¹ From the *Parents' Magazine*, July, 1938, pp. 20, 21, and 39

children can have. We started soon after breakfast. When Bob saw the foodchopper he said, "I want to grind." I prepared the apples, raisins, and various ingredients and gave them to Bob to grind. He kept at it steadily, with just time out for lunch, until my two biggest kettles were full. He had worked between five and six hours and had been blissfully happy. . . . Whenever we now have mince pie Bob and I always brag about our mincemeat. When company compliments us on our pie, we tell what a good mincemeat maker Bob is. Besides an interesting activity with intangible personal and social results, there is a tangible result and an equally tangible social approval, both very satisfying.

There seem to be these four important elements in either work or fun: the activity itself, the product or result, the effect on the worker, and the effect on others.

In play the activity in itself is always attractive or the child would not engage in it. Yet a very large proportion of my children's play is imitation of the work of grownups. When we had carpenters doing some remodeling, hammers and saws and boards and nails were in incessant demand by the children. When the men were laying water pipes down our road, roads built of blocks led all over the playroom, and I could hardly step without crushing bits of cardboard tubes cut up into water pipes.

Some work is fun in itself, some can be made fun, but some just has to be done. The children talk about "fun work" and "dumb work." Anything that has to do with splashing in water is always fun. Washing dishes is preferable to wiping them. Washing finger-marks off doors is fun. All three of the older children often "surprise" me by scrubbing the bathroom sink. Anything that has to do with cooking is always fun. Three-year-old Charles never sees me taking down a bowl or kettle without asking, "What are you going to make, Mama?" Then he runs for his stool, the egg beater or big spoon to help. Seven-year-old Dorothy cores apples for baking and makes applesauce. Going to the store is always fun.

But in our house there is much work that is not fun. We have everything we need for our family of seven, with a tiny

margin for frivolity, but there is no money to hire help except in emergencies. We all have to work. Many routine jobs become tolerable or even desirable by putting emphasis on the result. "Come and see if it looks better," says Dorothy after dusting the living room. Setting the table becomes a favor to be competed for when there are gay decorations for a special occasion, or some special treat, or if a well-liked guest is coming.

Most of the time there seems to be a deep feeling of personal satisfaction in work well done. Especially is this true when the child voluntarily undertakes the task or is allowed to assume the responsibility for it without being told, or is allowed to help plan the work.

"I could set the table for breakfast tonight and then we won't have to bother in the morning," suggests Dorothy, and we adopt that plan.

"I will open the door for you," volunteers the three-year-old, and that becomes his responsibility when Mother's hands are full.

"I will bring you some coal now, and if it is all gone when I get home from school, I will bring you some more," says Bob, and sometimes remembers.

Very real is the resentment over an unnecessary reminder. "Don't tell me so much or you will make me forget," says one. "I was just coming to that. You don't need to say anything about it," blusters another. "I can do it self," in the words of the three-year-old. . . .

Nowadays "Let's make cookies" is the favorite. Mother and Charles mix them and Mother bakes enough for dinner. Then after school we fix three places in the kitchen for three children to work. Once when Mother burned a panful of cookies, Dorothy scornfully took over the baking of everybody's. She doesn't burn them! No quarreling is allowed in the kitchen. Once a child was banished for being disagreeable. We have to share peacefully such common items as the flour-sifter, the spatula, and our favorite cooky cutters. Then after the cookies are finished, there is something good to share with Daddy, with playmates, or with guests. . . .

It may sound as if our children do nothing but work, but they have ample playtime, and probably enjoy it all the more because of the warm feeling of satisfaction they gain from doing something useful.

I might sum up by saying that children like to work when they can see some useful or interesting result; when there is congenial companionship; . . . when their efforts are appreciated even when they make mistakes; when they are really needed; and when their parents' attitudes toward work are constructive.

CHILDREN IN A DEMOCRACY¹

JOY ELMER MORGAN

Once every ten years, since 1909, a White House Conference has reviewed what is being done and what ought to be done for the nation's children.

The White House Conference on Children in a Democracy, meeting in 1940, and composed of parents, teachers, doctors, social workers, and representatives of many labor, farm, and civic interests, adopted a general report which is summarized below. The full report can be obtained from the Children's Bureau, U. S. Department of Labor.

Children our greatest asset. Every child in America is important to every citizen, because he holds a part of the nation's future. Any ragged urchin may grow to be a scientist who will add billions of dollars to the nation's wealth, or a criminal who will cost the nation millions. More probably he will be an ordinary citizen, wise or unwise. All together, today's children will make the world in which your own sons and daughters must live.

It is fitting that every ten years the President of the United States should call a Conference to report on the condition of the nation's children.

¹ From a Personal Growth Leaflet of the National Education Association, Washington, D. C.

The Conference of 1940 found many signs of progress since 1930 in the health and care of children and the public services for their benefit. But it reported also that much more would be required to make the nation's future reasonably secure in the year 1950.

Each child in his own family. A child grows best in a secure and happy family. There he can receive not only material shelter and food, but love and understanding. The child needs to find in his family life first a sense of security, then courage, tolerance, self-sacrifice, by which he is made fit for the life of a free citizen in a democracy. The home comes first in child welfare. . . .

Families need income. Children, for their proper growth, need to live in a family that can give them a good place to live, good food, suitable clothes, and medical care.

The majority of American families have incomes of less than \$1,200 a year. More than half the children in our country live in families with not enough income to give children what they need. This condition is dangerous to the nation, and lays a responsibility on our government. . . .

Where children live. A child's home is first his house, and then his neighborhood. Good housing means more than a safe, sanitary, and comfortable dwelling. It means easy and safe access to play areas, schools, and other community services. . . .

Religion is necessary. George Washington said: "Reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle." Religion helps us to maintain a balance between freedom and social unity and it enriches every part of our lives. Children get their first ideas about religion at home.



Readings for Unit 12

FAMILY SHARING¹

MRS. RAYMOND SAYRE

As I sat with my family one noon during our Sunday dinner I asked them what they thought the desirable characteristics of family life were, and we decided that there were four or five that were outstanding. My daughter, who is a senior in high school and who has the answers for almost everything, said, "Mother, I think that the most important thing is that a real family works together." And then my husband added that he thought families should have a spirit of give-and-take. It made me think of a quotation I had read not long before, "All that the world needs to be perfect is a spirit of give-and-take and we already have plenty of the spirit of 'take.' "

We often think of sharing responsibilities in the family, but I believe that the successful family not only shares its responsibilities, but that it shares its opportunities as well; that the children do not advance at the expense of the parents, or the father or the mother at the expense of the rest of the family, but that all move forward together—sharing equally.

A HUSBAND'S S O S.²

EMILY POST

In an accumulation of S O S. calls from husbands, I am selecting the two situations which are most typical. The first

¹ From "Rural Family Life," *Rural America*, November, 1938, p. 8

² From *This Week Magazine*, January 2, 1938, p. 17 Copyright 1939 by the United Newspapers Magazine Corporation Reprinted by permission of the author.

is about how they can escape irksome predicaments into which they are forced by their hospitably inclined wives. The second is in protest against the social ambitions of their wives to change the plain old-fashioned order of their homes into something "newfangled and misfit."

The first letter says: "When my wife lets the neighbors in to play a rubber of bridge, how can I get them to go home? If I can't do this, then how can I leave them without a fourth and go to bed when I know I need all the wits I've got the next morning? We give our real parties on Saturday evenings and we seldom go out to parties except on that evening, too. But my wife seems to have a sad collection of friends who always are telling her how lonely they are, and she lets them come over to play just one rubber—which always stretches out to three or four or more."

So in answer to this writer let me suggest: Why can't you insist upon calling up another person to make a fourth, and play perhaps until the fourth arrives? But refuse to begin to play unless that fourth is certainly coming! Or, if those who come in are intimate friends, why can't you say frankly and firmly: "I'll be glad to play, but as I've got to get to bed early, I've set this alarm clock for ten o'clock. When it goes off I'm going to leave you at the end of that rubber"—and leave! I know of one man who does this always, and I know how successful this practice is. In fact, it seems to give him a sort of added prestige, something almost akin to "glamour." Moreover, other hard-working men are willing to go to his house when they won't go anywhere else.

And now, the second letter: "Six months ago some new people moved to our town. They have all the earmarks of the fashionable world. They have bought the biggest place here and they have a lot of servants. But they do not put on any airs. They are the simplest people to be imagined. But their effect upon us, who were simple people (using the word simple in the sense of plain), has been, from my standpoint, ruination to all of us. Let me give you a picture of this situation if I can.

"I shall say that our name is Brown; the name of the new

people is Vernon. Now, the Vernons are real people, perfectly natural in their own more grand setting. We are also real people—perfectly natural in our much less grand setting. Why should we have to change our mode of life in order to match that of the Vernons? I am sure they wouldn't want us to.

"But this is what happens. When we are expecting the Vernons for dinner, the entire running of our house is switched off its tracks. For example, the wife tells me the Vernons are coming for dinner. 'Fine,' I say and mean it. But then I am told I must dress myself up in my newly-bought dinner coat. I feel uncomfortable in a dinner coat; I don't like a high, stiff collar.

"Then I'm told that Judy and Bunny, our children, cannot have dinner with us because 'children are not properly included at a dinner party.' At dinner is the only time I see very much of them.

"And here is something else. I can remember the day when I had the house wired for electricity because my wife complained of the bad light. But now because the Vernons have candlelight, I must struggle with the carving of the roast in the flickery gloom (Vernon doesn't carve).

"But perhaps most serious is the plight of faithful old Dora. She has been used to doing our work in her own way in our house for ten years, and in my mother's house since I was a boy. If the kind old woman didn't love us so much, I think the rules that have confronted her since the Vernons moved to town would send her over the hill to her relatives, to spend the rest of her life. Now with unfamiliar details for her to master, it takes hours for her to serve dinner according to your directions pasted up in the kitchen.

"After dinner, I, who am accustomed to a man-sized cup of coffee, must sip from a cup similar to the kind Judy uses for her dolls.

"And one very sore deprivation is my pipe. The rule you wrote, only the other day, 'When in evening clothes, no pipe,' has removed the last chance of getting away with this combination.

"I know all this must make me sound a boor. But my point of contention is that the Vernons would think just as much of us if we had light at the table so I could see to carve. And I am sure they can tell that I am not comfortable in my new dinner clothes. And what great error would be committed if I were given a full-sized cup to drink out of? And my pipe? And the children—I'd match them with Vernon's any day! And if we are lucky enough to have an old faithful servant, whom we could never replace, then why isn't it better to make everything as simple as we can for her, instead of trying to have her copy the ways of the Vernons' butler?"

In answer to this appealing human letter, I agree with Mr. Brown on practically every point. The one danger to Mrs. Brown is that she may lose the quality of simplicity and genuineness that shines between every line of Mr. Brown's letter, if she goes too far in copying the Vernons. To attempt to copy a pattern, at the moment impractical because of her lack of household equipment, is to make just the wrong impression on the Vernons. They would be captiously critical of pretentious attempts to misunderstood formalities but, on the other hand, would be completely sympathetic to the mode of life that is natural to the Browns. Little by little changes are made in all fashions of living as well as in the fashions of clothes and house furnishings. But to run suddenly to new extremes is likely to result in being grotesque.

But taking the items Mr. Brown has mentioned, in detail. Put candles on your table, certainly. But supplement them with other lights, or put on enough.

The children: At a real dinner party the children do not appear. But at the family type of dinner table, children, old enough to come to the table other nights, may perfectly well be included.

Discomfort in a dinner coat is probably due to having it made too tight, or else to the mistaken belief that a stiff shirt with a stiff wing collar is necessary. A soft, turned-down collar, which is starched enough to stay smooth, is entirely acceptable with a pleated shirt—and no waistcoat with a double-breasted coat.

And with a dinner coat of the type described, a pipe goes perfectly. With tails the rule about a pipe is "no"; and with a dinner coat, wing collar, stiff shirt, and white waistcoat a pipe is questionable.

But when the Vernons come to dinner, it seems to me that you can have everything you want—even your big cup of coffee unless your house has gone completely formal. Only, if you are to have your especial cup of coffee, then there must be a big pot of coffee, and another big cup or two, in case the Vernons, or the others, share your liking for big cups of coffee with cream!

THE GRANDPARENTS¹

ANNA CARLIN SPENCER

The restless idleness of the man whose specialty of manual labor or definite type of business interest is now beyond his strength or opportunity is a sad thing to see. We have had to develop a special charity to furnish a work-interest to aged men in public institutions. They were so miserable and pathetic without that occupation. Women fare better in this, as in many other elements of labor, for they can do so many things, usually have to do so many things, most of them, in the family, that some one sort of work, at least, is left to them for special old age. "Mother's pies" or grandmother's cakes or needlework or knack at dusting or baby-tending or what not keeps her young and makes her actually a helper even when old. Grandfather's loss of his job, of his specialty of effort, of his hold on the great industrial machine, leaves him too often hopelessly at sea for the passing of time still left to him. . . .

If such a grandmother is a member of the daughter's family she is not half so objectionable to daughter's husband as when mother-in-law had a permanent place at the fireside, perhaps in the exact spot where he wanted to put his easy chair, and

¹ From *The Family and Its Members* (Philadelphia: J. B. Lippincott Company, 1923), pp. 110-111, 113.

had to be "taken out" if she ever ventured into the great world. She now has her own interests, often so many and vital that her day is more completely filled than when she was younger. She has her own set of friends and her own use for the energy and power of direction that often in the old days made her a troublesome member of the family. If only she has a chance at her own little cooking, and her own individual sitting room, and has her own income, if ever so small, she may fit well into even a city apartment and no other member of the family be the worse. The thing required for old men and women alike is some work suited to slower motion and lessened strength and greater need for quiet and independent thought. . . .

In some ways it is surely more easy to believe in goodness at the heart of things because some aged man or woman, closely related by blood and breeding, has been a living example of what must be revered. Moreover, to the family, as to the world-at-large, old age brings a special gift—if that old age is what it may be. Each period of life has its own gift to make. Age should make a precious contribution, even the central faith of life.

THE PLAN OF LIFE¹

MARY HINMAN ABEL

The family is really a way of living that may enhance what is put into it. It gives more life to all; if all contribute of their best they receive more than their best, transformed by that world-old alchemy which may make the home of the poorest a glowing center of comfort and cheer, where may be found that "warm, easeful feeling" which the homesick child pines for in absence, which fills the adult with deep content, and which comforts the old. The charm of home is found in this chance for growth and development in an atmosphere

¹ From *Successful Family Life on the Moderate Income* (Philadelphia: J. B. Lippincott Company), p. 12

of affection; it is by no means perfect, but it is the best way yet devised for meeting human needs, and the reward which its founders may expect for their labors. All of us discover finally that we must do our share in building up some form of home life; a home has much to do with our happiness and our usefulness in the wonderful years between thirty and sixty for which youth seldom realizes that it must prepare.

Readings for Unit 13

IMAGINATION BEGINS AT HOME¹

RAY GILES

· “How did you get that way? Is there any special method by which you have developed your creative ability?” While discussing the art of getting new and useful ideas, the engineer in our group put this question to an executive noted for his business imagination.

“I owe far more to my parents than to all my formal schooling,” he replied. “Early in life they taught me to appreciate imagination wherever I found it and also to exercise my own. . . .

“Once when mother had codfish balls father remarked that a big success in the fish business came when Gorton of Gloucester imagined how women would welcome codfish from which the bones had been removed. And another man father knew had created a substantial business after watching some boys in a lake who were keeping their heads above water by holding old inner tubes. By using imagination he perfected convenient swimming ‘wings.’

“Father didn’t use these stories as texts for grim do-or-die sermons, nor did he tell them as though he were a walking encyclopedia; he was simply sharing with us his own appreciation of everyday originality in a way that keenly interested us.

“It would be a great thing if all fathers could discuss their

¹ From the Reader’s Digest, February, 1937, pp. 14-17

problems in this creative spirit. Too many parents complain about the hardships and difficulties of their work and then wonder why their children dread the day when they too will have to go to work. My father hit the happy mean. He never belittled the problem of making a living, yet he always discussed his own difficulties as challenging problems which could be solved by constructive thought. After describing a situation he'd explain what plans he'd thought of to solve it and ask us for suggestions. No matter how worthless our ideas he would consider them thoughtfully and suggest improvements. . . .

"In this adventure my mother was equally helpful. Her curiosity in new household products and conveniences was every bit as keen as my father's interest in business. She often directed our minds toward the fun of making common things better. The first crinkled hairpins that stayed better in her pompadour, the snap fasteners that replaced hooks and eyes, oatmeal that was factory-precooked were ideas she liked to point to as proof that a little imagination often goes a long way. And we used to make an amusing and stimulating game of thinking up improvements in our furniture, our clothing, and everything else about the house."

If manners and ethics are taught best at home, surely the development of creative thinking should also begin under the family roof. As with the teaching of courtesy, the ability to originate ideas is probably best imparted by example, though it should also be cultivated day after day by encouraging observation, by speculative discussions, and by pointing to imaginative enterprise in simple things about us.

"I will never forget," another friend said to me recently, "how my father used to stress what he called the miracles of little plusses. He encouraged me to look at things with the question, 'What simple addition will make this still better?' Once lead pencils had no erasers. When someone added a rubber tip he supplied a new convenience. A manufacturer boomed into prosperity by merely adding a whistle to his teakettle spouts so you'd know when the water was boiling.

"Father frequently emphasized the important connection

between imagination and success in any occupation. He urged me to remember that no matter how perfect a thing may seem, there is always a good chance to improve it. I recall, when only 17, pondering over possible improvements in the trolley car in which I was riding. Some years later I had the satisfaction of seeing one of my ideas—a central exit—come true."

What better gymnasium for creative thinking can we find than the home? Through its doors come all sorts of new things. Into the kitchen come new food specialties, new containers, new conveniences. Home is the landing field for new ideas in automobiles, music, clothing, games. Many of these innovations are so simple that we wonder, "Why didn't I think of that?" For generations women had to mop laboriously under and behind the bathtub until someone thought of a flat tub on the floor that would fit tight against walls and corners. Out of such simple mind-stuff life becomes more agreeable and fortunes, incidentally, are made.

TRY GIVING YOURSELF AWAY¹

ANONYMOUS

Like most people, I was brought up to look upon life as a process of getting. The idea of giving myself away came somewhat by accident. One night, lying awake in my berth on the Twentieth Century Limited en route to New York, I fell to wondering just where the Centuries passed each other in the night. "That would make a good subject for one of the New York Central's advertisements," I thought to myself—"Where the Centuries Pass." Next morning I wrote the New York Central System, outlining the idea and adding, "no strings attached." I received a courteous acknowledgment, and the information that the Centuries passed near Athol Springs, N. Y., nine miles west of Buffalo.

Some months later I received a second letter informing me

¹ From the Reader's Digest, July, 1938, pp. 32-33

that my idea was to be the subject of the New York Central calendar for the new year. You may recall it: a night picture of the oncoming locomotive of one Century and the observation platform of the other, a scene rich in color and railroad romance.

That summer I traveled a good deal, and in almost every railroad station and hotel lobby and travel office I entered, even in Europe, hung my calendar. It never failed to give me a glow of pleasure.

It was then that I made the important discovery that anything that makes one glow with pleasure is beyond money calculation in this world where there is altogether too much grubbing and too little glowing.

I began to experiment with giving-away and discovered it to be a lot of fun. If an idea for improving the window display of a neighborhood store flashes to me, I step in and make the suggestion to the proprietor. If an incident occurs, the story of which I think the local Catholic priest could use, I call him up and tell him about it, though I am not a Catholic myself. If I run across an article some senator might want to read, I mail it to him.

It has come to a point where I sometimes send books to virtual strangers when I feel sure they would be interested in some "find" I have made. Several fine friendships have been started in that way.

Successful giving-away has to be cultivated, just as does successful getting. Opportunities are as fleeting as opportunities for earning quick profits. But you will find that ideas in giving are like some varieties of flowers—the more you pick them, the more they bloom. And giving-away makes life so much more exciting that I strongly recommend it as a hobby. You need not worry if you lack money. Of all things a person may give away, money is the least permanent in the pleasure it produces and the most likely to backfire on the giver. Emerson was wise and practical when he wrote, "The only gift is a portion of thyself."

People have different things to give. Some have time, energy, skill, ideas. Others have some special talent. All of us

can give away appreciation, interest, understanding, encouragement—which require no money expenditure unless for a postage stamp or a telephone call.

The giver-away should "major" in the items in which he is "long," and fill in with the rest. Having no special talent myself, I specialize in ideas and appreciation and assorted surprises. If I am buying popcorn at a popcorn wagon and a couple of urchins are watching longingly, without looking at the children I order three bags, pay for them, hand the urchins their two bags and walk away without a word. It never fails to make the world more exciting for three people.

After years of experience, this is how I have come to feel about my hobby: I have a job which pays me a living, so why should I try to drive a sharp bargain with the world for the extra ideas and impulses that come to me? I say let the world have them if they are of any value. I get my compensation out of feeling that I am a part of the life of my times, doing what I can to make things more interesting and exciting for other people. And that makes life more interesting and exciting for me, and keeps my mind keener.

As if this were not enough, I find that friends multiply and good things come to me from every direction. I've decided that the world insists on balancing accounts with givers-away—provided their hands aren't outstretched for return favors.

HOMEMADE VACATIONS¹

RALPH H. OJEMANN

Vacation is supposed to be the time for rest. Mother, who is on her feet most of the time, and father, who labors all winter, want to rest. But I think you will agree that this doesn't mean that they want "to do nothing" all vacation long. Anyone who has tried that kind of loafing knows that it doesn't work. What is needed is something to do that one thoroughly enjoys and that one isn't compelled to do—in other words, a "play activity." . . .

¹ From the National Parent-Teacher Magazine, May, 1938, pp. 7-8.

There are the children. The requirement for activity is probably more important for them than for the adults. Children have a great deal of energy and they find most enjoyment in a full and free expression of it. They must have a chance to express their energy throughout the vacation period. . . .

Last summer I watched a number of children who were spending the greater part of their vacation at home. This group didn't seem to be able to think of any constructive projects, although there were many possibilities in the neighborhood in which they lived. They just seemed to "fiddle" away their time. The trouble with this group was that no one had given very much attention to helping the children see the many things their home and neighborhood environments provided. Mothers were busy with their work and fathers were busy with theirs; neither had much time. . . .

I know a father who, instead of building a playhouse for the children, let the children build it themselves. He set up the bare framework, which took about an hour's time, and then provided boards, hammers, nails, and saws, and let the children work out their ideas. The group of four neighborhood children, ranging in ages from five to nine, spent a whole summer building a playhouse. After the house was "practically finished," there were the tables, chairs, shelves, and even the beginnings of a brick fireplace to be taken care of. I watched this project one summer. The interest in it never lagged throughout the vacation period of three months. When school started the children dismantled the house and stored the lumber in the garage. I noted that next spring, long before the grass was green or the frost out of the ground, the children were talking about their playhouse and were already getting the boards out of the garage in anticipation of another happy summer.

Because the family, for one reason or another, chooses to spend its vacation or a part of it at home is no indication that the vacation should be less enjoyable. I know another family who set up an inexpensive potter's wheel. The children gathered clay from the hills near-by, prepared it, and molded

it on the wheel. Another father provided an inexpensive small kiln, built according to the directions of the ceramics department of the state college. The total outlay in money was very small. The possibilities for continued interest and activity for children, aged five on, in this kind of project are many.

Then there are things that the family can do together. Organizing a family orchestra may be the beginning of many happy hours of family activity; family dramatics, in which family members take turns in giving plays; family picnics; and family excursions provide many interesting types of group play. . . .

Not so long ago, I talked with a group of young people who had just returned from a trip. I am afraid, however, that they were the type of people who travel through the world with their eyes closed. They had gained surprisingly little, even though they had traveled several thousand miles. Instead of looking for points of interest, they seemed more concerned with their own little world, their petty difficulties, how fast they could travel, and the distance to the nearest soda fountain or tavern. On the other hand, there is the family which lives in a small town. They are not well-to-do and they can not take a trip every year. Yet the children and the parents of this family know the woods and plains for miles around. They know where to find the wild flowers; they know the traits and habits of the birds; they know the choicest picnic spots; they know the historic sites, they have made pictures of the beauty spots. They have a wide circle of friends. . . .



Readings for Unit 14

CHILDREN'S FRIENDSHIPS¹

LEE R. STEINER

Observe [a little girl] at a tea party in the backyard with her little friends. You will find her putting into use all of the social graces she has unconsciously absorbed from her home: consideration for the comfort of her guests, proper decorum at the table, pleasant conversation, as well as the muscular manipulations involved in being hostess at tea. This is, for her, a real social occasion. Do you give her guests the same consideration you would give your own guests? When twelve o'clock comes and you find that you must send the children home, how do you do it? It is not uncommon for a mother to interrupt such a party abruptly with, "Lucille and Bobby, you had better go home. Annette must eat her lunch now." She would not speak that way to the friends of her fifteen-year-old. It would be more courteous to ask, "Lucille and Bobby, isn't your mother waiting for you to come home?" She would achieve the same results and, at the same time, give her child a more helpful pattern.

FAMILY CELEBRATIONS²

HELEN G. STERNAU

Most of us have vivid recollections of family festivals and celebrations. It may be with joy that we recall a Christmas

¹ From "The Parental Role in Children's Friendships," *Child Study*, April, 1938, p. 199

² From *Child Study*, December, 1937, pp. 73-75

atmosphere of good will and jollity. It may be with a shudder that we think of stuffy Sunday dinners or Friday-night suppers, repeated week after week despite the obvious boredom or thinly disguised antagonisms. . . .

This is no plea for a return to outworn customs and empty forms. If we are to celebrate today, we must find rituals suited to our own modern temper and occasions which call forth a sincere response.

Birthdays . . . Many people prefer them to any other form of celebration. . . .

Birthdays should be very special days, and it is so easy to make them special. In one very simple household of the past, for example, where money was scarce and children many, birthdays were marked by having rolls for breakfast. This trifling luxury served the purpose. Thus the day became a "special occasion." In some families, the birthday child finds his place decorated with flowers. In others, his gifts are piled on the breakfast table. Or the meal is ordered by the birthday child. . . .

One friend reports that in her home they never had birthday parties at all. Each child was taken out for a special treat on his birthday—dinner and theater or some longed-for excursion shared with his parents alone. Probably not all children would prefer this. Some of them certainly would, especially in large families where undivided parental attention is an unusual privilege. There is no recipe for birthdays except this one—make sure that the celebration fits the age and the temperament of the honored person and that it really honors him.

Unlike birthdays with their emphasis on the individual, Christmas may be primarily a festival of group loyalties. Quite aside from its religious connotation—and there is no more lovely religious holiday for those who choose to emphasize this aspect—Christmas is widely celebrated as a family festival, possibly because it answers so perfectly the requirements of a satisfying family celebration. Its emphasis on peace and good will, on generous sharing, on the little child as the hope of the race, no less than its lights and decorations

and gay mysteriousness, provide the elements for family festivities at their best. Everyone can help in the preparations. Everyone can share in the result. And everyone should. Christmas as an undertaking "just for the children" is no Christmas at all. The emphasis may change from year to year with the age and size of the family group, but no family is too old or too young to celebrate.

But here, too, is the perfect illustration of the need for sensitive balance between tradition and change, between stressing the way things have always been done and modifying old practices to fit changing needs. When the children outgrow the Santa Claus story, they may still enjoy the stocking ceremonial. But there is no point in pretending they still believe in Santa Claus. In many families, these older children fill stockings for the parents while the parents fill stockings for them. A new form of jollity replaces the old fairy-tale tradition. Sincerity remains. We may never outgrow our love of Christmas trees, but there comes a time when trimming the tree is no longer a parental undertaking for the dead of night, when the children would rather participate than be surprised.

One woman describes the Christmas celebrations of her childhood as among her loveliest memories. There was an exact ceremonial followed year after year. The children woke their parents with Christmas carols and all five trooped into the parental bedroom to open the stockings. Father received them in his pajamas, wearing a high hat, and repeated year after year an imitation of Father Bhaer in *Little Men*, which somehow had become an expected part of the Christmas ritual. Each child, and the dog as well, had its own particular place on the bed, always the same. So the day proceeded. There were traditional rituals later, centering around the tree. And then the children began to grow up. As older adolescents and young adults they still enjoyed much of the celebration, but certain aspects, particularly the early morning ceremony, no longer seemed suitable. But their mother would hear of no modifications, and gradually a flippancy born of self-consciousness turned the whole affair into a farce.

For a sensitive person, participation in ritual which has lost

its significance is a destructive experience. And it is just here that so many family ceremonials go on the rocks. For it is no easy matter to blend tradition and freshness in just the right measure.

TO THE GIRL GRADUATE¹

DOROTHY THOMPSON

When I was young, when I was your age, a good and wise man gave me three pieces of advice. He was my father. There was nothing very astonishing or very brilliant about the advice, but it was as good as any I have heard since. He said: "The world is divided into givers and takers. It is pleasanter, as well as safer, to be a giver." He said: "Education may not make you a creative person. Creativeness is a gift of the gods. But education gives you the power to appreciate creativeness. That appreciation is the source of constant happiness, always, under all circumstances." He said: "Never look for a job. Find out what you really want to do and start doing it. Somebody eventually may even pay you for it." I remember that he gave me that advice, because he wrote it down in a book which I got for graduation.

No one is always a giver, and lately I have come to think that the capacity to take graciously and gratefully has been underrated. But the cultivation of the power to appreciate cannot be overrated. Difficult or not, revolutionary or stable, unspeakably ugly as it is in spots, unbearably unjust as it often is, and with pain not always to be avoided, this world is a fantastically interesting place, full of beauty, touched with nobility, flashing with the loveliest sights, trembling with the loveliest sounds, dotted with libraries full of wit, with art galleries full of magic, and all more available to you than ever before, if only you have eyes to see and ears to hear and a mind to attend. That you can twist a dial and hear Toscanini conduct Beethoven; that Mozart and Handel and Debussy will

¹ From the *Ladies Home Journal*, June, 1937, p. 12

be played for you in your rooms, is a gift which a whole galaxy of genius has given you—a combination of physicists and engineers and composers and artists. And all you need pay is an appreciative ear. The world you live in is a creation of genius, of men who could bring down fire from heaven, but whether their genius really makes a civilization depends upon whether there is an audience. Where ears are deaf and minds dull and eyes unappreciative, genius becomes discouraged and stops producing. Then the world really becomes ugly and dull. If you cannot create—and how many can?—you can be that other fine thing: one who appreciates.

Some of you, of this graduating class, may write poems as lovely as those of Edna St. Vincent Millay, as clear and fine as those of Elinor Wylie. Some of you may paint pictures as magical as those of Georgia O'Keefe, or make sculptures as superb as Malvina Hoffman's. Some of you may be business executives or social organizers, or rise in the world of politics as high as Frances Perkins has. But most of you won't. Just the same, how you live your lives, how you behave, what you cherish, what you admire, what you spend your money for, will help determine what kind of country you live in.

Do you like to think of yourself as a statistic? Probably not. Who does? But statistically speaking, there are two chances to one that you will marry. If you do, you will spend, in all probability, 70 per cent or more of a family income. Just by the mere fact of being a woman, you belong to an economic group, and this whether you earn your living outside your home or in it. For women are the chief consumers in this country. They earn only a small proportion of the national income. They spend most of it. You will spend it for food, for clothing, for rent, or for payments on a house, for recreation, for health, for continued education. How well do you know how to spend money? Can you keep a budget? Can you take care of a family of four on \$150 a month? That is—statistically speaking—about what you are likely to have. I know women who can do it, and do it beautifully, and I assure you it takes more wit, brains, organization skill, executive ability and general all-round talent than it does to be a busi-

nessman's stenographer. It means that you must know how and where to buy; what prices indicate quality, and what merely indicate snobbery; what clothes show good materials, styles that hold, and honest sewing, and what are just shoddy copies of high priced models. It means that you must know how to cook, really to cook, with variety and tastefulness and economy. You ought to know how to cook anyhow, no matter what your income. Only women who understand good cooking ever have good cooks, even if they can afford to hire them.

It is harder to be a woman than to be a man. But more fun because more various. If you have a job outside, you will have another one at home. If you help out the family income, you will still have to manage most of the affairs of the family. So don't overreach yourself. If you marry, and have a couple of children, and bring them up to be good people, and spend your husband's money wisely, so that it blossoms into comely living, into cleanliness, and comfort, and gaiety, don't feel inferior to women "with careers." You don't need to. It is harder to be a good wife than a good newspaperwoman. Harder and rarer.

The way you choose to live, with the resources that you have—you and the girl graduates who come after you—will determine what kind of civilization this is. How you spend your money, or your husband's, will decide what kinds of goods are produced—whether they are tawdry and perishable, or craftsman-like and honest, whether produced by decently paid workmen or by sweated labor. The standards you demand will decide whether we live in jerry-built houses or in dwellings which will still stand in another generation, whether the young are brats or better than ourselves, whether life is dignified or cheap, whether it is gay or only noisy.

Women make modern civilizations, because women set the tone, set the standards of those civilizations. They set them by what they choose. By the kind of men they choose, by the kind of goods they buy, by the demands that they make in the way of production and behavior. Wherever you occur in the statistics, that will be true for you too.

THE GREATEST GIFT OF HOME LIFE¹

ROBERT RUSSELL WICKS

Elihu Root, addressing an alumni gathering at Hamilton College, confessed that he had received from his home a sense of what was worth while that he had never had to change the rest of his life, and which had been a guide to him when later he had to face the unknown good and the unknown bad.

We were of course "conditioned," as the psychologists say, by these outward patterns of parents' lives which made us Episcopalians, Methodists, Catholics, or what not, much as our father's politics made us temporary Republicans or Democrats. All these forms and practices, and the religious lingo of the sect to which they are exposed, may come to have real meaning later in our lives, or be outgrown; but at first we lived by what we admired. We knew that long before we could understand what it all meant. We were like an old ship carpenter who asserted that he knew how a difficult repair job could be accomplished, and when asked how he knew replied, "Don't ask me so many questions; I can't understand all I know. . . ."

The whole case might be put down in the remark made to me by a young man in France during the War [of 1914-1918], when we were discussing what it was that kept up one's morale amidst the temptations of army camps. "My religion, so far as I can define it, is my mother." That was not all of it, but it was the beginning of it. Knowing his mother and having one like her myself, I knew what he meant. Through his admiration of her he became acquainted with the most important elements of a religious life, thus acquiring the material out of which his mature religion would be constructed as his thought developed.

The first element, caught by admiration, is what one might describe as a sense of sacredness. If anyone has had a good mother, he has been impressed by the way she would stick to

¹ From *One Generation and Another* (New York: Charles Scribner's Sons, 1939), pp. 87-105.

an obligation to be a certain sort of person, whether she saw the good of it or not. She felt called upon to be faithful without asking to see results; she responded to a summons for her best, to be generous, kind, honest, forgiving, and loyal whether her service was deserved or not and quite regardless of her convenience and profit. She seemed to be held by something higher than her own passing desires, out of reach of practical prudence and the estimates of utility; and utterly beyond her own power fully to attain, so that she was ever kept humble and discontented with an unworthiness that made her wish to be more worthy. . . .

If young people anywhere survive the influence of a sex-obsessed society; if their moral taste, after many lapses, survives the crude, raw knowing of the world's worst; if their nature reacts against entrenched selfishness everywhere, it will be, in nine cases out of ten, because something they honored in the home where they were brought up makes them feel they are not at home in the worst they see around them. This gripping influence that holds us to something we admire in people we have loved, while giving us freedom to make our own experiments and decisions, is, by all odds, the greatest gift any home can give. . . .

Every good home bears testimony to that peculiar winning power, which has no way to compel, but which gains our trust, makes us feel grateful, ashamed, and eager to be worthy all at once. This, of course, may fail, as it tragically does sometimes in the best of homes, but if it fails nothing else succeeds. . . .

No theology or philosophy can adequately describe this winning, redeeming power. But in our Christian heritage, it can be traced back from family to family through a living tradition of faith in which our parents' lives were rooted deeper than they knew.

CONFRONTING A DAY

This poem was written in Sanskrit, the oldest of Indo-European languages, by an unknown author.

Listen to the Salutation of the Dawn! Look to
this Day
For it is life, the very life of life.
In its brief course lie all the
Verities and realities of your existence;
 The bliss of growth,
The glory of action,
 The splendor of beauty;
For yesterday is but a dream
And tomorrow is only a vision,
But today, well lived, makes
Every yesterday a dream of happiness
And every tomorrow a vision of hope
Look well, therefore, to this day!
Such is the Salutation of the Dawn.

Selected References

Below is a list of selected references which will be found useful both to students and to teachers. With the wealth of books available today, this bibliography can only be suggestive.

Some of the books chosen are not new, neither is human nature which they portray. No finer sources can be found for the study of family situations and problems than in our standard classical literature.

Each teacher, with the aid of her classes, may build a bibliography from the material available in local libraries and from magazines, articles, and pamphlets.

UNIT 1. BUILDING A PERSONALITY

- BARTLETT, ROBERT M. *They Dared To Live.* New York: The Association Press.
- BENNETT, M. E. *Building Your Life.* New York: McGraw-Hill Book Company.
- BOWERS, EDWIN F. *Charm and Personality.* New York: National Library Press.
- BROCKMAN, MARY. *What Is She Like?* New York: Charles Scribner's Sons.
- BROWN, CHARLES R. *Being Made Over.* New York: Harper and Brothers.
- CASSIDY, MICHAEL A and PRATT, HELEN G. *Your Experiment in Living.* New York. Reynal and Hitchcock
- CAVAN, RUTH S. and CAVAN, JORDON T. *Building a Girl's Personality.* New York: The Abingdon Press.
- CLENDENNING, LOGAN. *The Human Body.* New York: Alfred A. Knopf.
- CRAWFORD, C. C., COOLEY, E. C., and TRILLINGHAM, C. C. *Living Your Life.* New York: D. C. Heath and Company.

- FEDDER, RUTH. *A Girl Grows Up.* New York: McGraw-Hill Book Company.
- FOSDICK, HARRY EMERSON. *Twelve Tests of Character.* New York: The Association Press.
- GILKEY, JAMES G. *You Can Master Life.* New York: The Macmillan Company.
- GROVES, ERNEST R. *Personality and Social Adjustment.* New York: Longmans, Green and Company.
- GROVES, ERNEST R. *Understanding Yourself.* New York: Emerson Books, Inc.
- HARRIS, ERDMAN. *Twenty-One. (A boy grows up.)* New York: Harper and Brothers.
- HEALY, WILLIAM. *Personality in Formation and Action.* New York: W. W. Norton and Company.
- LANE, JANET. *Your Carriage, Madam.* New York: John Wiley and Sons.
- Log Cabin Lady.* Boston: Little, Brown and Company.
- MORGAN, JOHN J. B. and WEBB, EDWIN T. *Making the Most of Your Life.* New York: Ray Long and Richard Smith, Inc.
- MORGAN, JOY E. *Personal Growth Leaflets.* Washington, D. C.: National Education Association (Price, one cent)
- QUAYLE, MARGARET S. *As Told by Business Girls.* New York: The Woman's Press.
- REILLY, WILLIAM J. *How to Find and Follow Your Career.* New York: Harper and Brothers.
- RHOADES, WINFRED. *The Self You Have to Live With.* Philadelphia: J. B. Lippincott Company.
- SCHEINFELD, AMRAM. *You and Heredity.* New York: Frederick A Stokes Company.
- SHELLOW, SADIE M. *How to Develop Your Personality.* New York: Harper and Brothers.
- SHERMAN, HAROLD *Your Key to Happiness.* New York: H. C. Kinsey and Company, Inc.
- VAN DUZER, ADELAIDE L. and ASSOCIATES. *Everyday Living for Girls.* Chicago: J. B. Lippincott Company.
- WIEMAN, REGINA W. *Popularity.* Chicago: Willett, Clark and Company.
- WILSON, MARGERY. *Charm.* New York: Frederick A. Stokes Company.
- WOODWARD, ELIZABETH. *Personality Preferred.* New York: Harper and Brothers.

UNIT 2. WHAT AMERICA GAVE THE FAMILY

- ADAMS, JAMES T. *The Epic of America.* Boston: Little, Brown and Company.
- BEARD, MARY R. *America Through Women's Eyes.* New York: The Macmillan Company.
- BELL, MARGARET. *Women of the Wilderness.* New York: E. P. Dutton and Company.
- BRIDENBAUGH, CARL. *Cities in the Wilderness.* New York: The Ronald Press.
- DICK, EVERETT N. *The Sod-House Frontier.* New York: D. Appleton-Century Company.
- EARLE, ALICE M. *Child Life in Colonial Days.* New York: The Macmillan Company.
- EARLE, ALICE M. *Home Life in Colonial Days.* New York: The Macmillan Company.
- FERBER, EDNA. *Cimarron.* Garden City, N. Y.: Doubleday, Doran and Company.
- GROVES, ERNEST R. *The American Family.* Chicago: J. B. Lippincott Company.
- HOUGH, EMERSON. *The Covered Wagon.* New York: D. Appleton-Century Company.
- KOUWENHOVEN, JOHN A. *Adventures of America 1857-1900.* New York. Harper and Brothers.
- LINDSAY, VACHEL. "In Praise of Johnny Appleseed," *Collected Poems.* New York: The Macmillan Company
- MOURNIAN, PRENTISS. *In Those Days.* New York: The Macmillan Company.
- STERN, BERNHARD J. *The Family, Past and Present.* New York: D. Appleton-Century Company.

UNIT 3. AMERICAN HOMES BEFORE ELECTRICITY

- BROWN, HARRIET C. *Grandmother Brown's Hundred Years—1827-1927.* Boston: Little, Brown and Company.
- CHASE, MARY E. *A Goodly Heritage.* New York: Henry Holt and Company.
- GROVES, ERNEST R. *The American Woman.* New York: Greenberg Publishers.

- LANGDON, WILLIAM C. *Everyday Things in American Life—1607–1776*. New York: Charles Scribner's Sons.
- LUTES, DELLA. *Homegrown*. Boston: Little, Brown and Company.
- LUTES, DELLA. *Millbrook*. Boston: Little, Brown and Company.
- MORROW, HONORE W. *The Father of Little Women*. Boston: Little, Brown and Company.
- NEVINS, ALLAN. *A History of American Life, 1865–78*. Vol. VIII, chaps. 3, 8, and 12. New York: The Macmillan Company.
- REED, HARRIETT S. "Female Delicacy in the Sixties." *Century Magazine*, Oct., 1915.
- RHEES, HARRIET S. *Laurenus Clark Seelye*. Chaps. 8–10. Boston: Houghton Mifflin Company.
- SULLIVAN, MARK. *Our Times*. Vol. I, chaps. 14, 16. New York: Charles Scribner's Sons.
- SULLIVAN, MARK. *Pre-War America*. Vol. III. New York: Charles Scribner's Sons.

UNIT 4. THE FAMILY IN A MACHINE AGE

- BEARD, CHARLES A. *Toward Civilization*. Chaps. 3–6. New York: Longmans, Green and Company.
- BURLINGAME, ROGER. *The March of the Iron Men*. New York: Charles Scribner's Sons.
- CHENEY, SHELDON and MARTHA. *Art and the Machine*. New York: McGraw-Hill Book Company.
- CITY NOISE. Noise Abatement Commission. New York: New York City Department of Health.
- GEDDES, NORMAN BEL. *Horizons*. Boston: Little, Brown and Company.
- PUPIN, MICHAEL. *The Romance of the Machine*. New York: Charles Scribner's Sons.
- RICH, MARGARET. *Family Life Today*. Chap. 2. Boston: Houghton Mifflin Company.
- SULLIVAN, MARK. *Our Times*. Vol. II, chaps. 15 and 18. New York: Charles Scribner's Sons.
- TEAGUE, WALTER D. *Design This Day*. New York: Harcourt, Brace and Company.

Technological Trends and National Policy. National Resources Committee. Washington, D. C.: U. S. Government Printing Office.

UNIT 5. A HOUSE FOR THE FAMILY TO LIVE IN

- AGAN, TESSIE. *The House.* Chicago: J. B. Lippincott Company.
- BEMIS, ALBERT F. and BURCHARD, JOHN. *The Evolving House.* Vols. I, II, and III. Cambridge, Mass.: Technology Press.
- EDITORS OF THE Architectural Forum. *The 1936 Book of Small Houses.* New York: Simon and Schuster.
- The Farm Housing Survey.* Washington, D. C.: U. S. Department of Agriculture, Misc. Pub. 323.
- Farmhouse Plans.* Washington, D. C.: U. S. Department of Agriculture, Farmers' Bulletin 1738. Price, 10 cents.
- GRAY, GRETA. *House and Home.* 3d edition. Chicago: J. B. Lippincott Company.
- GRIES, JOHN M., FORD, JAMES, and OTHERS. *House Design, Construction, and Equipment.* Vol. V of the President's Conference on Home Building and Home Ownership. Washington, D. C.: U. S. Government Printing Office.
- GROPIUS, WALTER A. G. *The New Architecture and the Bauhaus.* London: Faber and Faber, Limited
- Houses on Arkansas Farms.* Fayetteville, Ark.: College of Agriculture, Experiment Station Bulletin.
- How to Judge a House.* Chap. 3. National Committee on Wood Utilization. Washington, D. C.: U. S. Dept. of Commerce
- HUDSON, R. B. *Radburn, A Way of Living.* New York: American Association for Adult Education.
- Minimum Building Requirements for Various States.* Washington, D. C.: U. S. Federal Housing Administration.
- Modernizing Farmhouses.* Farmers' Bulletin 1749. Washington, D. C.: U. S. Dept. of Agriculture.
- Outline for a Housing Study Course.* New York: Welfare Council of New York City.
- Planning Your Town* Boston: New England Town Planning Association. Price, 20 cents.
- ROGERS, TYLER S. *Plan Your House to Suit Yourself.* New York: Charles Scribner's Sons.
- SHERWOOD, MARGARET. *Familiar Ways.* Boston: Little, Brown and Company.

- SHULTZ, HAZEL. *Housing and the Home.* New York: D. Appleton-Century Company.
- SOOY, LOUISE PINKNEY and WOODBRIDGE, VIRGINIA. *Plan Your Own Home.* Stanford, Cal : Stanford University Press.
- WAUCH, ALICE. *Planning the Little House.* New York: McGraw-Hill Book Company.
- WILSON, MAUD. *Housing Requirements of Farm Families in the United States.* Washington, D. C.: U. S. Department of Agriculture, Misc. Pub. 322.
- WILSON, MAUD. *Planning the Willamette Valley Farmhouse for Family Needs.* Corvallis, Ore . College of Agriculture, Experiment Station Bulletin 320.
- WOOD, EDITH E. *Recent Trends in American Housing.* New York. The Macmillan Company.
- WRIGHT, FRANK LLOYD. *Modern Architecture.* Princeton, N. J . Princeton University Press.
- WRIGHT, FRANK LLOYD. "Modern Houses," *Architectural Forum*, Jan., 1938.

UNIT 6. THE FAMILY AND THE NEIGHBORHOOD

- ANDREWS, BENJAMIN R. *Economics of the Household.* New York. The Macmillan Company.
- BELL, HOWARD M. *Youth Tell Their Story.* Washington, D: C : American Council on Education
- COLCORD, JOANNA C. *Your Community.* New York: Russell Sage Foundation.
- COLLIER, V. M. *Marriage and Careers.* New York: The Channel Book Shop.
- CUNNINGHAM, BESS V. *Family Behavior.* Philadelphia: W B Saunders Company.
- DALE, EDGAR. *Motion Pictures and Youth.* New York: The Macmillan Company.
(Literature is also available for distribution by the Motion Picture Producers and Distributors of America, Inc., 28 West 44th Street, New York City)
- EMERSON, HAVEN. *Alcohol, Its Effects on Man.* New York: D. Appleton-Century Company
- PERRY, CLARENCE A. *Housing for the Machine Age.* New York: Russell Sage Foundation.

WALTON, ROBERT P. *Marihuana, America's New Drug Problem.* Philadelphia: J. B. Lippincott Company.

UNIT 7. THE FAMILY AT WORK

BELL, HOWARD M. *Youth Tell Their Story.* Washington, D. C.: American Council on Education.

BRECKENRIDGE, SOPHONISBA P. *Women in the Twentieth Century.* Part 2. New York: McGraw-Hill Book Company.

Gainful Employment of Married Women. Washington, D. C.: Women's Bureau, U. S. Dept. of Labor.

GROVES, ERNEST R. *The American Woman.* Chap. 11. New York: Greenberg Publishers.

Maternal and Child Welfare Services Under the Social Security Act. Washington, D. C.: Children's Bureau, U. S. Dept. of Labor.

PIDGEON, MARY E. *Women in the United States.* Washington, D. C.: Women's Bureau, U. S. Dept. of Labor.

RAINEY, HOMER P. *How Fare American Youth.* New York: D. Appleton-Century Company.

Survey Magazine. Survey Associates, Inc., New York City.

Why Women Work. Bulletin of the Public Affairs Committee, Rockefeller Plaza, New York City. (Price, 10 cents.)

UNIT 8. PERSONAL AND FAMILY FINANCES

ANDREWS, BENJAMIN R. 2d edition. *Economics of the Household.* New York: The Macmillan Company.

BIGELOW, HOWARD F. *Family Finance.* Chicago: J. B. Lippincott Company.

DONHAM, S. AGNES. *Spending the Family Income.* Boston: Little, Brown and Company.

FRIEND, MATA R. *Earning and Spending the Family Income.* New York: D. Appleton-Century Company.

HERRICK, ALLAN. *You Don't Have to Be Rich.* New York: D. Appleton-Century Company.

HOYT, ELIZABETH E. *Consumption in Our Society.* New York: McGraw-Hill Book Company.

JORDAN, DAVID F. *Managing Personal Finances.* New York: Prentice-Hall, Inc.

- JUSTIN, MARGARET M. and RUST, LUCILE O. *Home Living.* Chicago: J. B. Lippincott Company.
- KENNEDY, ADA and VAUGHN, CORA. *Consumer Economics.* Peoria, Ill.: Manual Arts Press.
- KYRK, HAZEL. *Economic Problems of the Family.* New York: Harper and Brothers.
- LAWRENCE, JOSEPHINE. *If I Have Four Apples.* New York: Frederick A. Stokes Company.
- OWENS, DAVID F. *Controlling Your Personal Finances.* New York: McGraw-Hill Book Company.
- Present Guides to Household Buying.* Washington, D. C.: U. S. Department of Agriculture, Misc. Bul. 183. Price, 5 cents.
- Publications of the Consumers' Research, Inc., Washington, N. J.; Consumers' Union of United States, Inc., 17 Union Square, W., New York City; or Intermountain Consumers' Service, 435 Marion Street, Denver, Colorado.
- RADELL, NERA HENRIETTA. *Accounting for the Individual and Family.* New York: Prentice-Hall, Inc.
- STEWART, MAXWELL S. *How We Spend Our Money.* Pamphlet of the Public Affairs Committee, Rockefeller Plaza, New York City. (Price, 10 cents.)
- TRILLING, MABEL B., EBERHART, E. KINGMAN, and NICHOLAS, FLORENCE W. *When You Buy.* Chicago: J B Lippincott Company.

UNIT 9. MARRIAGE

- BOND, HELEN JUDY. *Good Housekeeping Book of Marriage.* New York: Prentice-Hall, Inc
- BURKHART, ROY A. *From Friendship to Marriage.* New York: Harper and Brothers.
- BURKHART, ROY A. *Thinking About Marriage.* New York: The Association Press.
- CURIE, MARIE. *Pierre Curie.* Garden City, N. Y.: Doubleday, Doran and Company.
- DIEHL, HAROLD S. *Textbook of Healthful Living.* 2d edition. New York: McGraw-Hill Book Company.
- FOLSOM, JOSEPH K., editor. *Plan for Marriage.* New York. Harper and Brothers.
- GILBRETH, LILLIAN M. *Living with Our Children.* New York: W W. Norton and Company

- GROVES, ERNEST R. *Marriage*. New York: Henry Holt and Company.
- GROVES, ERNEST R. *Preparation for Marriage*. New York: Emerson Books, Inc.
- HARRIS, ERDMAN. *Twenty-One*. New York: Harper and Brothers.
- HARRIS, FREDERICK. *Essays on Marriage*. New York: The Association Press.
- HART, HORNELL and HART, ELLA B. *Personality and the Family*. Boston: D. C. Heath and Company.
- KELIHER, ALICE V. *Life and Growth*. New York: D. Appleton-Century Company.
- LEVY, JOHN and MONROE, RUTH. *The Happy Family*. New York: Alfred A. Knopf.
- OVERTON, GRACE S. *The Home in a Changing Culture*. New York: Fleming H. Revell Company.
- PARKER, CORNELIA S. *An American Idyll*. Boston: The Atlantic Monthly Press.
- PARKER, VALERIA H. *Daughters and Mothers*. Indianapolis: Bobbs-Merrill Company.
- STRAIN, FRANCES BRUCE. *Love at the Threshold*. New York: D. Appleton-Century Company.
- VAN BUSKIRK, EDGAR F. *Principles of Healthy Living*. New York: Dial Press.
- WICKS, ROBERT R. *One Generation and Another*. New York: Charles Scribner's Sons.
- WOOD, LELAND F. *Making a Home*. New York: The Abingdon Press.

UNIT 10. SOME LAWS RELATED TO FAMILY LIFE

- Bulletins of the Children's Bureau, U. S. Dept. of Labor, Washington, D. C.
- Bulletins of the Women's Bureau, U. S. Dept. of Labor, Washington, D. C.
- GROVES, ERNEST R and BROOKS, LEE M Chap 19. *Readings in the Family*. Chicago: J. B. Lippincott Company.
- RICHMOND, MARY E and HALL, FRED S. *Child Marriages*. New York: Russell Sage Foundation.
- RICHMOND, MARY E and HALL, FRED S. *Marriage and the State*. New York: Russell Sage Foundation.

UNIT 11. CHILDREN IN THE HOME

- ALDRICH, C. ANDERSON** and **ALDRICH, MARY M.** *Babies Are Human Beings.* New York: The Macmillan Company.
- ALSCHULER, ROSE** and Associates. *Two to Six.* New York: William Morrow and Company.
- ANDERSON, JOHN E.** *Happy Childhood.* New York: D. Appleton-Century Company.
- ARLITT, ADA HART**, editor. *Our Homes.* Washington, D. C.: National Congress of Parents and Teachers.
- BISHOP, JOSEPH B.**, editor. *Roosevelt's Letters to His Children.* New York: Charles Scribner's Sons.
- BROWN, CATHERINE H.** *Letters to Mary (The story of Helen Hays).* New York: The Random Press.
- CAREL, ALEXIS.** "Breast Feeding for Babies." *Reader's Digest*, June, 1939.
- FAEGRE, MARION L.** and **ANDERSON, JOHN E.** *Child Care and Training.* 4th revised edition. Minneapolis: University of Minnesota Press.
- FISHER, DOROTHY C.** and **GRUENBERG, SIDONIE M.**, editors. *Our Children.* (Symposium prepared by Child Study Association of America.) New York: The Viking Press.
- GOODSPEED, HELEN C** and **JOHNSON, EMMA.** *Care and Guidance of Children.* Chicago: J. B. Lippincott Company.
- KELIHER, ALICE V.** *Life and Growth.* New York: D. Appleton-Century Company.
- RAND, WINIFRED, SWEENEY, MARY E.,** and **VINCENT E. LEE.** *Growth and Development of the Young Child.* 2d edition Philadelphia: W. B. Saunders Company.
- SCHWEINITZ, DE CARL.** *Growing Up.* New York: The Macmillan Company.
- SWIFT, EDITH HALE.** *Step by Step in Sex Education.* New York: The Macmillan Company.

UNIT 12. FAMILY ADJUSTMENTS

- ALDRICH, BESS STREETER.** "The Nicest Home in Town." *American Magazine*, Feb., 1929.
- BURNHAM, HELEN A., JONES, EVELYN G,** and **REDFORD, HELEN D.** *The Boy and His Daily Living.* Chicago: J. B. Lippincott Company.

- CUNNINGHAM, BESS V. *Family Behavior.* Philadelphia: W. B. Saunders Company.
- DAY, CLARENCE. *Life with Father.* New York: Alfred A. Knopf.
- FISHER, DOROTHY C. *Fables for Parents.* New York: Harcourt, Brace and Company.
- GILBRETH, LILLIAN M. *Living with Our Children.* New York: W. W. Norton and Company.
- HOLT, ARTHUR E. *The Fate of the Family.* Chicago: Willett, Clark and Company.
- LEVY, JOHN and MONROE, RUTH. *The Happy Family.* New York: Alfred A. Knopf.
- McEVOY, JAMES P. *Father Meets Son.* Philadelphia: J. B. Lippincott Company.
- ROCKWOOD, LEMO D. *Living Together in the Family.* Washington, D. C.: American Home Economics Association.
- ROCKWOOD, LEMO D. *Pictures of Family Life.* Washington, D. C.: American Home Economics Association.
- ROCKWOOD, LEMO D. *Teaching Family Relationships.* Washington, D. C.: American Home Economics Association.

UNIT 13. LEISURE AND ITS OPPORTUNITIES

- BENNETT, ARNOLD. *How to Live on Twenty-Four Hours a Day.* Garden City, N. Y.: Doubleday, Doran and Company.
- CALKINS, ERNEST E. *Care and Feeding of Hobby Horses.* New York: Leisure League of America, The Maple Press.
- CUTTEN, GEORGE B. *Threat of Leisure* New Haven, Conn : Yale University Press.
- DODDS, ROBERT E. *Handicrafts as a Hobby.* New York: Harper and Brothers.
- DULLES, FOSTER RHEA. *America Learns To Play.* New York D. Appleton-Century Company.
- FOCHS, HILDEGARDE. *Busy Fingers.* (Adapted by Adair Forrester.) Philadelphia: David McKay Co.
- FRANKLIN, PAUL THEODORE. *Machine-Made Leisure.* New York: Harper and Brothers.
- GREENBIE, MARJORIE B. *The Arts of Leisure.* New York: McGraw-Hill Book Company.
- MEYER, JEROME S. *Fun for the Family. (Games.)* New York. Greenberg Publishers.

- PRYOR, WILLIAM C. and PRYOR, HELEN S. *Let's Go to the Movies.* New York: Harcourt, Brace and Company.
- PUPIN, MICHAEL. *From Immigrant to Inventor.* New York: Charles Scribner's Sons.

UNIT 14. THE ART OF EVERYDAY LIVING

- ALLEN, BETTY and BRIGGS, MITCHELL P. *Behave Yourself!* Chicago: J. B. Lippincott Company.
- BLACK, HUGH. *Friendship.* New York: Fleming H. Revell Company.
- BURNHAM, HELEN A., JONES, EVELYN G., and REDFORD, HELEN D. *The Boy and His Daily Living.* Chicago. J. B. Lippincott Company.
- CONDE, BERTHA. *The Business of Being a Friend.* Boston: Houghton Mifflin Company.
- ELDRIDGE, ELIZABETH. *Co-Ediquette.* New York: E. P. Dutton Company.
- GARDNER, HORACE J. and FARREN, PATRICIA. *A Helpful Book for the Ambitious.* Philadelphia: J. B. Lippincott Company.
- HADIDA, SOPHIE C. *Manners for Millions.* Garden City, N. Y.: Doubleday, Doran and Company.
- HATHAWAY, HELEN. *Manners.* New York: E. P. Dutton Company.
- LAUGHLIN, CLARA. *Everybody Is Lonesome.* New York: Fleming H. Revell Company.
- MCLEAN, BETH BAILEY. *Good Manners.* Peoria, Ill: Manual Arts Press.
- MONROE, ANNE SHANNON. *Singing in the Rain.* Garden City, N. Y. Doubleday, Doran and Company.
- POST, EMILY. *Etiquette.* Revised edition. New York: Funk and Wagnalls Company.
- SPICER, DOROTHY GLADYS. *The Book of Festivals.* New York. The Woman's Press.
- VAN DUZER, ADELAIDE LAURA and ASSOCIATES. *Everyday Living for Girls.* Chicago. J. B. Lippincott Company.
- WILSON, MARGERY. *Charm.* New York. Frederick A. Stokes Company.
- WRIGHT, MILTON. *The Art of Conversation.* New York: McGraw-Hill Book Company.

YUTANG, LIN. *The Importance of Living.* New York: Reynal and Hitchcock.

BIOGRAPHY

ANTIN, MARY. *The Promised Land.* Boston: Houghton Mifflin Company.

The autobiography of a young woman who came to America as a Russian immigrant and looked upon her experience as a rebirth.

AXLING, WILLIAM. Kagawa. New York: Harper and Brothers. An appreciation of a Japanese Christian social worker who is a "fighting pacifist, labor leader, mystic, poet, and writer of best-selling fiction."

BAKER, S. JOSEPHINE. *Fighting for Life.* New York: The Macmillan Company.

Full of stories that are always shrewd and often salty from her recollections as the first director of the New York City Bureau of Child Hygiene.

BENZ, FRANCIS. *Pasteur, Knight of the Laboratory.* New York: Dodd, Mead and Company.

A fascinating story of the great French scientist who devoted his life to working for better health of the human race.

BOK, EDWARD. *The Americanization of Edward Bok.* New York: Charles Scribner's Sons.

The autobiography of a Dutch boy who became one of America's great editors.

BUCK, PEARL S. *The Exile.* New York: Reynal and Hitchcock. The story of the wife of a missionary in China as told by her daughter. In a strange foreign country she made an American home and taught her children to love American ways.

BUCK, PEARL S. *Fighting Angel.* New York: Reynal and Hitchcock.

This biography of the author's father is a companion volume to *The Exile*.

BYERS, TRACY. *Martha Berry; The Sunday Lady of Possum Trot.* New York. G P Putnam's Sons.

The story of a Georgia woman who in her youth discovered neglected people on her father's estate. Her sympathetic understanding and untiring efforts led to the founding of the Berry schools.

- CARNEGIE, ANDREW. *Autobiography of Andrew Carnegie.* Garden City, N. Y.: Doubleday, Doran and Company.
A great financier and philanthropist tells of his early struggles and later successes with a background of devoted family life.
- CURIE, EVE. *Madame Curie.* Garden City, N. Y.: Doubleday, Doran and Company.
A biography more thrilling than fiction in which a daughter tells the life story of her mother, co-discoverer of radium.
- DUFFUS, R. L. *Lillian Wald, Neighbor and Crusader.* New York: The Macmillan Company.
A thrilling story of a great woman who devoted her life to the poor of New York's East side and whose influence became worldwide.
- EPLER, PERCY. *The Life of Clara Barton.* New York: The Macmillan Company.
The story of the life of the woman who founded the Red Cross Movement.
- FARROW, JOHN. *Damien the Leper.* New York: Sheed and Ward.
Biography of the Belgian priest who devoted his life to the lepers on the island of Molokai and who himself died a leper.
- FERBER, EDNA. *A Peculiar Treasure.* Garden City, N. Y.: Doubleday, Doran and Company.
The author tells the story of her childhood in the Middle West, her early apprenticeship in journalism, and years of fame as a novelist.
- FOSTER, LARIMORE. *Larry.* New York: Reynal and Hitchcock.
The story of a promising young American college boy who was accidentally killed during a summer vacation in Arizona. The book is made up of selections from his diary, letters, and poems.
- GARDINER, CHARLES FOX. *Doctor at Timberline.* Caldwell, Id.: The Caxton Printers.
During his study of medicine a doctor prepared himself for strenuous work on the frontier. A story of his experiences in Colorado.
- GARLAND, HAMLIN. *Son of the Middle Border.* New York: The Macmillan Company.
A picture of pioneer days in Iowa as told by a son of one of the early pioneers.

GILCHRIST, BETH B. *The Life of Mary Lyon.* Boston: Houghton Mifflin Company.

The story of a pioneer in women's education whose work resulted in the founding of Mount Holyoke College.

GRENFELL, SIR WILFRED. *Labrador Doctor.* Boston: Houghton Mifflin Company.

His own thrilling story of devoted service to the people of Labrador as told by one of the most distinguished men of modern times.

HEISER, VICTOR. *An American Doctor's Odyssey.* New York: W. W. Norton and Company.

A doctor's story of his own life and his adventures in trying to conquer disease.

HERTZLER, ARTHUR E. *The Horse and Buggy Doctor.* New York: Harper and Brothers.

The experiences of forty years as a country doctor, told in a semi-humorous vein.

HOMER, SIDNEY. *My Wife and I.* New York: The Macmillan Company.

A picture of the happy home life of two personalities talented in art and in music.

JONES, FRANCIS ARTHUR. *Life Story of Thomas Alva Edison.* New York: Grosset and Dunlap.

An inspiring story of the man and the inventor told with such simplicity and enthusiasm that it makes a universal appeal.

KELLER, HELEN. *Story of My Life.* Garden City, N. Y.: Doubleday, Doran and Company.

A great woman tells the story of a courageous struggle against blindness and deafness and of her triumph over these handicaps.

LAW, FREDERICK H. *Modern Great Americans.* New York: The Century Company.

A useful reference book with short biographies of twenty great Americans of modern times who won wide recognition for achievements in various types of activity.

LINN, JAMES WEBER. *Jane Addams, A Biography.* New York: D. Appleton-Century Company.

The biography of one of America's greatest social workers, and most noted women, written by a nephew.

NASH, ROSALIND. *Florence Nightingale*. New York: The Macmillan Company.

A story of the courageous woman who gave up a life of ease and braved the misunderstanding of her family and friends to nurse soldiers in the Crimean War.

PARKER, CORNELIA STRATTON. *An American Idyll*. Boston: Atlantic Monthly Press.

A romance begun in college days ripened into a fine family fellowship. The story is told by Mrs. Parker after the untimely death of her husband who was a prominent economist.

PARTRIDGE, BELLAMY. *Country Lawyer*. New York: McGraw-Hill Book Company.

The story of the life of Samuel Selden Partridge, as told by his son, who at one time shared his father's law practice.

PEATTIE, DONALD CULROSS. *Singing in the Wilderness*. New York: G. P. Putnam's Sons.

An appreciative memoir of the great ornithologist, John James Audubon and his wife, Lucy.

POLAK, MILLIE GRAHAM. *Mr. Gandhi: The Man*. London: George Allen and Unwin, Ltd.

A story of the great leader of India during his early struggle for the political recognition of his people by the British government, with a delightful and vivid picture of his intimate family life and beliefs.

PUPIN, MICHAEL I. *From Immigrant to Inventor*. New York Charles Scribner's Sons.

A Serbian boy whose experiences in early life led him to become one of America's foremost scientists.

RINEHART, MARY ROBERTS. *My Story*. New York: Farrar and Rinehart.

The story of an interesting life as nurse, wife, mother, war correspondent, and novelist.

ROBINSON, MABEL L. *Runner of the Mountain Tops* (Louis Agassiz) New York: Random House.

Biography of a famous naturalist and geologist "who, boy to man, never ceased to be a 'Runner of the Mountain Tops' in his headlong splendid race through life."

SANDBURG, CARL. *Abe Lincoln Grows Up*. New York: Harcourt, Brace and Company

A story of his early years—the first twenty-seven chapters of the author's *Abraham Lincoln, the Prairie Years*.

STERN, ELIZABETH G. *My Mother and I.* New York: The Macmillan Company.

The daughter of a Jewish rabbi tells the story of the hardships of some immigrants, and her struggle for an education.

SUCIMOTO, ETSU. *Daughter of the Samurai.* New York: Doubleday, Doran and Company.

An account of Japanese home life as told by a girl who comes to America and marries a fellow countryman here; an enlightening comparison of national cultures and a classic story for international understanding.

VAN DOREN, CARL. *Benjamin Franklin.* New York: The Viking Press.

The story of one of America's most versatile citizens.

WARE, LOUISE. *Jacob A. Riis* New York: D. Appleton-Century Company.

The story of a police reporter, a social reformer and, in Theodore Roosevelt's words, "New York's most useful citizen."

WASHINGTON, BOOKER T. *Up from Slavery.* Garden City, N. Y.: Doubleday, Doran and Company.

A man born in slavery tells the story of his life as an educator and an emancipator of his people with a vivid picture of the achievements of Tuskegee Institute.

WIGGIN, KATE DOUGLAS *My Garden of Memory.* Boston: Houghton Mifflin Company.

The interesting life of an American author told by herself with rare charm.

FICTION

ALDRICH, BESS STREETER. *A Lantern in Her Hand.* New York: D. Appleton-Century Company.

The story of the covered wagon trail to Nebraska, where Abbie Deal endured poverty and hardship in bringing up a large and united family.

ASCH, SHOLOM. *The Mother* New York: Liveright Publishing Corporation.

A portrayal of Jewish womanhood of two generations: one in Poland, the other on the East Side in New York.

BENTLEY, PHYLLIS E. *Inheritance.* New York. The Macmillan Company.

A story of long hours and hardships when the weaving industry in Yorkshire was in its infancy, and the effect of the experiences upon several generations of the Oldroyd family.

BINNS, ARCHIE. *The Land Is Bright*. New York: Charles Scribner's Sons.

Adventures and hardships of a covered wagon train from Missouri to Oregon with vivid pictures of family relationships, romance, and courageous living.

BUCK, PEARL S. *East Wind: West Wind*. New York: Reynal and Hitchcock.

Conflict between old and new China is shown in this story of a daughter of a noble family trained in the ancient customs, married to a Chinese gentleman of the new era.

BUCK, PEARL S. *The Good Earth*. New York: Reynal and Hitchcock.

Excellent picture of a Chinese peasant and his family and of his love for the soil.

CARROLL, GLADYS HASTY. *As the Earth Turns*. New York: The Macmillan Company.

The story of one year in the life of a Maine family.

CATHER, WILLA. *My Antonia*. New York: Houghton Mifflin Company.

The friendship of an American boy and a Bohemian girl in the early days of Nebraska.

CATHER, WILLA. *Shadows on the Rock*. New York: Alfred A. Knopf Company.

The last days of Count de Frontenac, with a fine picture of life relationships in the early days of Quebec.

COMSTOCK, HARRIET T. *Penelope's Web*. New York: Doubleday, Doran and Company.

A story of Penelope, the youngest and least wanted child in a poor family.

COREY, PAUL. *Three Miles Square*. Indianapolis: The Bobbs-Merrill Company.

A long novel of farm life in Iowa from 1910 to 1917, of many neighboring families, and particularly of Andrew Mantz, who at the age of fourteen took over the management of his mother's farm.

CRONIN, ARCHIBALD J. *The Citadel*. Boston: Little, Brown and Company.

- Character study of a young Scotch doctor whose success nearly causes him to forget his early ideals and his wife.
- DEEPING, WARWICK. *Kitty*. New York: Alfred A. Knopf Company.
A story of the struggle between a mother and a wife for the love and possession of the man each claims.
- DEEPING, WARWICK. *Old Pybus*. New York: Alfred A. Knopf Company.
An old man, estranged from his sons, is discovered by his grandson, and between these two develop sympathy and understanding.
- DEEPING, WARWICK. *Sorrell and Son*. New York: Alfred A. Knopf Company.
A story of love and understanding between father and son.
- DE LA ROCHE, MAZO. *Growth of a Man*. Boston: Little, Brown and Company.
A study of the growth of a boy from the time he was left fatherless at the age of nine until he reaches young manhood.
- DE LA ROCHE, MAZO. *Jalna*. Boston: Little, Brown and Company.
A story of the Whiteoak family which is dominated by a formidable old lady of 99.
- DOUGLAS, LLOYD C. *Green Light*. New York: Houghton Mifflin Company.
The dean of a midwestern cathedral helps to right an injustice done to a young surgeon.
- DOUGLAS, LLOYD C. *Magnificent Obsession*. New York: Houghton Mifflin Company.
Through the influence of a document left by a successful doctor, a rich and irresponsible youth is transformed into a famous surgeon.
- EDMONDS, WALTER D. *Drums Along the Mohawk*. Boston: Little, Brown and Company.
A novel of life during the Revolution in which the scene is laid in the Mohawk Valley.
- EDMONDS, WALTER D. *The Big Barn*. Boston: Little, Brown and Company.
A story of farm life in the Black River Valley of New York in the 60's.
- FERBER, EDNA. *American Beauty*. New York: Doubleday, Doran and Company.

The story of a fine old colonial house and the decline of an old American family until new strength is received through the marriage of the daughter to a young Pole.

FERBER, EDNA. *Cimarron.* New York. Doubleday, Doran and Company.

The fortunes of Yancey Cravat and Sabra, his wife, from the opening up of Oklahoma until the time oil was struck.

FERBER, EDNA. *So Big.* New York: Doubleday, Doran and Company.

A gay, high spirited girl, married to a truck farmer, is left a widow with a small son to support.

FIELD, RACHEL L. *All This, and Heaven Too.* New York: The Macmillan Company.

A young governess, while employed by a French duke, becomes involved in a notorious murder case, after her acquittal, she finds love and security in America.

FISHER, DOROTHY CANFIELD. *Her Son's Wife.* New York: Harcourt, Brace and Company.

Character study of a woman who manages the life of her vulgar, uneducated daughter-in-law in order that her grandchild may have the right start in life.

FISHER, DOROTHY CANFIELD. *The Bent Twig.* New York: Henry Holt and Company.

A portrayal of the influence of high-minded parents upon their daughter.

FISHER, DOROTHY CANFIELD. *The Brimming Cup.* New York: Harcourt, Brace and Company.

A picture of the everyday life of an American family in a small Vermont village.

FISHER, DOROTHY CANFIELD. *The Deepening Stream.* New York: Harcourt, Brace and Company.

The story of a daughter profiting in her own marriage by the failure of her parents' marriage.

FISHER, DOROTHY CANFIELD. *The Homemaker.* New York: Harcourt, Brace and Company.

A story of reversed relationships in the home where the woman becomes the breadwinner and the man becomes the homemaker.

GARNETT, DAVID. *Pocahontas.* New York: Harcourt, Brace and Company.

- Historical novel of early days in Jamestown, centering around Pocahontas, the Indian princess.
- GASKELL, ELIZABETH C. *Cranford*. New York: E. P. Dutton and Company.
A quiet story of life in a secluded English village among sheltered and well-bred people of limited opportunities.
- GLASPELL, SUSAN. *Ambrose Holt and Family*. New York: Frederick A. Stokes Company.
The strengthening of a marriage through the influence of a man who had deserted his family years before.
- HOBART, ALICE TISDALE. *Their Own Country*. Indianapolis: The Bobbs-Merrill Company.
Facing difficult problems in modern life, a courageous family fought it out on their own terms.
- HULL, HELEN. *Heat Lightning*. New York: Coward-McCann, Inc.
Portrayal of the influence of a mother on the members of her family.
- HUTCHINSON, ARTHUR S. M. *This Freedom*. Boston: Little, Brown and Company.
A story based on the theme, "Can a woman be a successful mother and have a business career at the same time?"
- KERR, SOPHIE. *Mareea-Maria*. New York: Doubleday, Doran and Company.
The story of a mother attempting to wreck the marriage of her son to an Indian girl.
- LAWRENCE, JOSEPHINE. *But You Are Young*. Boston: Little, Brown and Company.
The story of Kelsie Wright trying to support herself and her family out of her small pay envelope.
- LEWISOHN, LUDWIG. *The Island Within*. New York: Harper and Brothers.
Marriage to a Gentile and its effect upon the life of a young Jew.
- LLEWELLYN, RICHARD. *How Green Was My Valley*. New York: The Macmillan Company.
A story of family life in a Welsh mining community fifty years ago.
- MACKENZIE, COMPTON. *Youth's Encounter*. New York: D. Appleton-Century Company.

An account of the life from infancy through adolescence of a boy with unusual personality and charm.

MARKS, PERCY. *A Tree Grown Straight.* New York: Frederick A. Stokes Company.

A picture of the fine influence a father may have upon his son.

MARSHALL, ARCHIBALD. *The Eldest Son.* New York: Dodd, Mead and Company.

A picture of the place of the eldest son in English family life.

MAXWELL, WILLIAM. *They Came Like Swallows.* New York: Harper and Brothers.

A sensitive, beautifully told story of the everyday life of a family.

MORROW, HONORÉ WILLSIE. *With Malice Toward None.* New York: William Morrow and Company.

A story of Lincoln during the last two years of the War Between the States, with Mrs. Lincoln pictured as a very human, lovable woman, having much to do with her husband's success.

NEXO, MARTIN A. *Pelle, The Conqueror.* New York: Henry Holt and Company.

Pelle is a Danish peasant who rises from a farm laborer to a leader in labor struggles among the poor.

NIVEN, FREDERICK J. *Justice of the Peace.* New York: Liveright Publishing Corporation.

The understanding that developed between a father, a mother, and their son

OSTENSO, MARTHA. *The Waters Under the Earth.* New York: Dodd, Mead and Company

A proud and religious father dominates the lives of his children.

PAGE, ELIZABETH. *The Tree of Liberty.* New York: Farrar and Rinehart.

A portrayal of family life during the days of the American Revolution and the establishment of the young republic.

RAWLINGS, MARJORIE K. *The Yearling.* New York: Charles Scribner's Sons.

The life of a sensitive, nature-loving boy in the hammock country district of Florida, and the beautiful relationship between father and son.

- ROBERTS, ELIZABETH MADOX. *The Great Meadow.* New York: Grosset and Dunlap.
A novel of frontier life in Kentucky.
- RÖLVAAG, OLE E. *Giants in the Earth.* New York: Harper and Brothers.
A story of the Norwegian immigrant as a pioneer in Dakota.
- RÖLVAAG, OLE E. *Their Father's God.* New York: Harper and Brothers.
A conflict arising when the son of a Norwegian Lutheran marries an Irish Catholic girl.
- SEDGWICK, ANNE DOUGLAS. *A Fountain Sealed.* New York: Houghton Mifflin Company.
Character study of a loving, misunderstood mother and her cold, shallow, self-righteous daughter.
- SPRING, HOWARD. *My Son, My Son.* New York: The Viking Press.
A story of two fathers' love for their sons, their struggles from poverty to wealth, their dreams for the boys, and the final tragic outcome.
- SUCKOW, RUTH. *Bonney Family.* New York: Alfred A. Knopf Company.
The story of a minister's family in a small Iowa town.
- TARKINGTON, BOOTH. *Turmoil.* New York: Harper and Brothers.
The story of a dreamy, imaginative youth in the business world, and of the struggle with his father.
- TRITES, WILLIAM B. *Paterfamilias.* New York: Farrar and Rinehart.
A story of the struggles and sacrifices of a hard working father.
- WALN, NORA. *House of Exile.* Boston: Little, Brown and Company.
The true story of life in a noble Chinese family as told by an American girl who shared their home for a period of years.
- WHARTON, EDITH. *The Children.* New York: D. Appleton-Century Company.
A study of the problems of the children of divorced parents.
- WHIPPLE, MARGARET. *The Kirbys.* New York: G. P. Putnam's Sons.
A picture of a middle-class family whose children are ambitious.

576 THE FAMILY AND ITS RELATIONSHIPS

WILDER, ISABEL. *Mother and Four.* New York: Coward-McCann, Inc.

A story of the problems facing a young widow with four children.

WILSON, MARGARET. *The Kenworthys.* New York: Harper and Brothers.

A serious study of the efforts of Jim Kenworthy to make a normal boy of his son whose high-strung nature is not understood by the mother.

Index

- Abel, Mary Hinman, 189, 194, 482-483, 535-536
Account keeping, 202
Adolescence, 320-322
Adult education, 136
Affection, 346-347
 growth in, 235-236
Allied Youth, Inc., 139
Allowances for children, 199
Alschuler, Rose, 300, 312
American Home Economics Association, 210
American Library Association, 305
American Medical Association, 145, 210
American Public Health Association, 145
American Red Cross, 146
American Social Hygiene Association, 146
American Society for the Control of Cancer, 146
Anderson, John E., 301, 302, 306, 320, 338
Arhitt, Ada Hart, 305
Art of everyday living, 409-429
Automobile, cost of an, 209
Avocational interests, 388-389
Baker, J. B., 461-463
Bauer, Catherine, 92, 455-456
Becker, May Lamberton, 305
Bell, Alexander Graham, 74
Bell, Howard M., 134
Bemis, A. F., 95
Bessems, Josephine, 454-455
Better Business Bureaus, 210
Bigelow, Howard F., 193
Birdseye, Miriam, 443-445
Books for children, 305
Brown, Harriet C., 446-449
Browning, Elizabeth Barrett, 247-248
Budget for family, 200-202
Building America, 87, 91, 186
Bureau of Home Economics, 210, 286
Byrd, Commander, 75
Carmody, John M., 452
Character, 17-19, 370
Chase, Stuart, 66
Child labor, 169
Child Study Association, 305
Childhood, importance of, 270-275
Children
 allowances for, 199
 development of, 270-342
 discipline of, 326-333
 growing up of, 334-339

- Children (*Continued*)
 home experience related to,
 341-342
 language and speech of, 292-
 298
 literature used for, 299-306
 need for play of, 309-323
 preparation for, 276-281
 stories for, 299-306
- Children's Bureau, 168, 170, 286,
 514-516
- Children's Charter, 274
- Civic beauty, 148-150
- Clapp, Estelle Barnes, 521
- Common interests, 246-247
- Companionship, 237-238
- Consumers' Research, Inc., 560
- Consumers' Union of U S, Inc.,
 560
- Continuation schools, 134-135
- Conversation, 412-413
- Cook, Flora J., 302
- Coss, Clay, 19
- Courtship, 222-227
- Crane, Jacob, 455-456
- Cunningham, Bess V., 123
- Curie, Marie, 246
- Cutten, George B., 378, 381
- Dale, Edgar, 138
- Dawes, Charles G., 406
- De Mar, Margaret I., 525-528
- Democratic ideal for family life,
 29
- Discipline, new viewpoints of,
 326-333
- Divorce situation, 265-268
- Dixon, W M., 438
- Durfee, Charles H., 468-472
- Earle, Alice Morse, 40
- Edison, Thomas, 71-72
- Edson, Newell W., 504-507
- Education, in early America, 44-
 45
 from 1850-1900, 56-58
- Emerson, Haven, 466-467
- Engagement period, 225-227
- Environment, 7-8
- Ewald, Carl, 517-520
- Faegre, Marian L., 301, 302, 306,
 338
- Fair Labor Standards Act, 169-
 170
- Families, two in one household,
 364-365
- Family
 American, self-endowed, 42
 employed, 158-174
 guest evening, 418-419
 influence upon members, 343-
 348
 recreation, 392-402
 unity through leisure, 392-402
- Family adjustments, 343-371
 problems in, 359-365
 tensions in, 350-358
 test of good, 366-370
- Family council, 197-198
- Family failure, 361-363
- Family life
 comradeship in, 392-395
 and democratic ideal, 29, 241-
 242
 and frontier, 42-44
 good start in, 228-232
 influence of, upon its members,
 343-348
 in a machine age, 64-81
 and modern inventions, 64-81
 in a new country, 29-46
- Family loyalty, 366-367

- Family and neighborhood, 121–157
Family relationships, common mistakes in, 354–358
Family role, 366
Family tension, 350–358
Father, 522–524
Fathers, role of, in early American life, 33–35
Fedder, Ruth, 21
Finances, family, 177–216
additions to income, 187–188
allowances for children, 199
budget, 200–202
money income, 184–187
necessities, 204–211
needs and wants, 197
spending plan, 196–203
Finances, personal, 177–183
purpose in spending, 179, 188
spending plan, 179–181
Fisher, Dorothy Canfield, 298, 316, 323, 339, 442–443
Fisher, Motier, 487–491
Folsom, Joseph Kirk, 103
Fosdick, Harry Emerson, 34, 36, 428, 438–440
Foster, Robert G., 475
Foster, William Trufant, 491–493
Franklin, Benjamin, 68
Fremont, General John, 80
Fremont, Jessie Benton, 80
Friendship, 315, 323, 385, 415–424
related to marriage, 217–220
Frontier, and family life, 42–44
geographic, 78
industrial, 78
social, 78, 80–81
Fulton, Robert, 69
Gardening, 399–401
Getting along with others, 10–12
Gilbreth, Lillian M., 246
Giles, Ray, 537–539
Goldstein, Sidney E., 507
Goodspeed, Helen C., 316, 318
Grandparents, 367–369
Grooming, 24
Groves, E. R., 9, 20
Groves, G. H., 9
Growing up, tests of, 334–340
Gruenberg, Benjamin, 486–487
Gruenberg, Sidonie Matsner, 298, 316, 323, 339, 481–482
Guest night of family, 418–419
Habits, cultivation of, 8–10
Hall, Fred S., 255
Harris, Erdman, 13, 22
Hawthorne, Julian, 248, 361
Hawthorne, Nathaniel, 248, 360–361
Health organizations, 145–146
Health services, public, 146
Healy, William, 8
Help from older generation, 229
Heredity, 6–7
Hobbies, 397–402
Holt, Arthur E., 346, 508–511
Home workshop, 395–397
Hoover, Herbert, 67
Hospitality, 415–424
Houses, modern, 85–120
becoming a home, 118–119
building considerations for, 110–116
choice of, 100–101
improvement of, 116–117
needs of, 101–106
ownership or rent of, 106–108, 205–206
plans for, 110–116

- Houses before electricity, 47-63
 daily routines in, 52-55
 heating of, 50
 lighting of, 50
 recreation in, 55-56
 refrigeration for, 49-50
 seasonal work of, 51-52
 spring housecleaning in, 52
 water supply of, 48-49
- Houses in early America, 39-40
- Housing, 85-120
 causes of poor, 91-92
 conditions of, in U. S., 85
 cost of, 205
 cost of bad, 91-92
 experiments in low-cost, 97-98
 government-aided, 98
 minimum standards of, 85-87
 needs of family, 101-106
 new developments in, 94-99
 related to town planning, 99
 rural standards of, 87-89
 standardized units for, 95-96
 urban standards of, 89-93, 99
- Howe, Elias, 74
- Hoyt, Elizabeth E., 101
- Hudson, R. B., 557
- Income, family, 177-216
 and standard of living, 189-194
- Industrial Revolution, and family life, 59-62
 related to housing, 89-90
- Infancy
 good food habits learned in, 283
 good sleeping habits in, 286-287
 growth in, 282
 routines and all-round development in, 282-291
- Intermountain Consumers' Service, 560
- Inventions, and family life, 66-67
 as labor savers, 72-74
 and six basic industries, 77
- James, Henry, 16
- Johnson, Emma, 316, 318
- Jones, Robert T., 456-460
- Kelher, Alice V., 6, 434-437
- Komarovsky, M., 401
- Labor unions, 68
- Lane, Janet, 15
- Laws related to family life, 251-269
- Leisure, 375-407
 and family unity, 392-402
 interpretation of, 375-376
 situations which discourage, 379-384
 used to advantage, 384-390
 as a way to achievement, 404-407
- Lescobier, D. D., 191
- Lindbergh, Charles A., 68
- Lundberg, G. A., 401
- Lutes, Della Thompson, 410
- Machine Age
 comforts and conveniences of, 64-66
 communication of, 74-76
 economic and social results of, 77-79
 and family life, 64-82
 labor savers in, 72-74
 transportation in, 67-71
- Manners
 in colonial life, 38
 in everyday living, 409-415
- Marconi, 75

- Markey, Morris, 479-480
Markuson, M. J., 97
Marriage, 217-250
adequate financial basis for, 230-231
courtship and, 222-227
finding values in, 223-225
fundamental questions considered, 244-247
helps to success in, 241-249
laws regarding, 255-264
obstacles to happiness in, 239-240
permanency of, 236-238
preparation for, 228-231
reasonable expectations in, 232-238
- McConnell, Beatrice, 170
McCormick, Cyrus, 74
McCormick, Robert, 74
McInerny, M A, 401
Merrill, Frederick T, 467-468
Morgan, John J. B., 440-441
Morgan, Joy Elmer, 433-434, 528-529
Morrison, Paul, 464-465
Mothers
employed out of home, 363-364
role of, in early American life, 35-37
Motion pictures, 76-77, 137-138
Music, 401-402
Myer, Walter E, 19
- National Committee for Mental Hygiene, 146
National Committee for the Prevention of Blindness, 146
National Lumberman's Association, 97
- National Recreation Association, 130
National Resources Committee, 67, 70, 76, 99, 187
National Tuberculosis Association, 146
Needs and wants, 196-197
Neighborhood
civic beauty of, 148-150
courtesies, 151-155
educational advantages of, 133-141
facilities for recreation in the, 129
and family life, 121-157
highways as extensions, 149-151
recreation, 126-131
rural opportunities for, 127-128
urban opportunities for, 126-127
related to family health, 143-147
representative families of, 121-123
responsibility for youth, 138-141
- Neighborliness, 123-124
Neighbors, 121
New York Times, 376
Newton, Joseph Fort, 511-512
Nimkoff, M F, 110
- Ojemann, Ralph H, 541-543
Operating expenses, 206-207
Ownership or rent, 106-108, 205-206
Oxenham, John, 21
Oxholm, 97
- Parents, 336-338

- Patriarchal family, 30-38
 in America, 30-38
 bachelors and spinsters in, 37
 children in, 37-38
 contributions to civilization, 32
 father in, 33-35
 mother in, 35-37
 seat of some family problems, 33
- Paul, William Christian, 406-407
- Payne, John Howard, 425
- Personality, 3-25
 and character, 17-18
 definitions of, 3-4
 enrichment through leisure, 384-392
 and environment, 7-8
 and family life, 4-8, 16-17
 fulfillment of, 21
 and habits, 8-10
 improving, 12-16
 meaning of, 11
 relationships affecting, 10-12
 undesirable traits of, 239-240
 value of attractive, 21-23
- Philosophy of life, 19-22
- Play
 need for, 309-323
 playthings for, 309-313
 space for, 313-314
 standardized, 382
- Playground movement, 129-130
- Post, Emily, 530-534
- Powers, Francis F., 65
- Proverbs, Book of, 32
- Pupin, Michael, 404
- Radio, use of, in development of children, 306
- Radio courtesies, 151-155
- Rand, Winifred, 294, 297, 320
- Reading, joy of, 398-399
- Recreation, a community asset, 131
 for family, 392-402
 of neighborhood, 129
- Reisner, Elizabeth J., 483-486
- Relatives considered, 242-243
- Rhoades, Winfred, 19
- Richardson, Frank Howard, 501-504
- Richmond, Mary E., 255
- Roberts, Lydia L., 520
- Rockefeller, John D., Jr., 109
- Rolvaag, Ole Edward, 405-406
- Roosevelt, Theodore, 69
- Savings, 211-216
- Sayre, Mrs Raymond, 530
- Sergel, Ruth, 478
- Shultz, Hazel, 118
- Social Security, 171-172
- Society for savings, 201
- Spencer, Anna Garlin, 534-535
- Spending
 family plan of, 196-204
 for necessities, 204-210
 plan for, 196-203
 purpose of, 179
 responsibility for, 209
 satisfaction gained through, 188
- Standard of living, 189-194
- Steiner, Lee R., 544
- Sternau, Helen G., 544-547
- Stewart, Maxwell S., 187
- Stories for children, 299-306
- Strain, Frances Bruce, 521-522
- Strang, Ruth, 10
- Sweney, Mary E., 294, 297, 320
- Telegraph, first message by, 69

- Thompson, Dorothy, 547-549
Uhl, Willis L., 65
Vincent, E. Lee, 294-297, 320
Vocational schools, 135-136
Voice, 15-16, 413-414
Wages and Hours Act, 167
Waring, Ethel B., 472-474
Washington, George, 67
Westward Movement, 40-42
White House Conference, 273-
 274
Whitman, Walt, 406
Whitney, Eli, 72
Wicks, Robert R., 550-551
- Women
 early education of, 56-59
 economic status of, 161-163
 employed outside home, 363-
 364
 employment of, 163-167
 as homemakers, 159
 influence of, 58-59
Women's Bureau, 162, 164, 476-
 478
Wood, Edith Elmer, 453-454,
 482
Wood, L. Foster, 494-501
Work pattern of family, 158-159
Wright, Frank Lloyd, 96, 450
Youth leaving school, 133-134

UNIVERSAL
LIBRARY



135 240

UNIVERSAL
LIBRARY

